



# **SCHOOL OF EDUCATION**

## **Self-Study Report**

**to**



**For National Accreditation of Professional**

**Teacher Education Programs**

**BA Childhood Education**

**BA Childhood Special Education**

**BA Early Childhood Special Education**

**09/28/2018**

## **EPP OVERVIEW**

### **a. Context and Unique Characteristics**

Medgar Evers College (MEC) is the youngest of the four-year colleges among the 19 undergraduate institutions of the City University of New York (CUNY). It is a vibrant, vital, and transformative traditionally black institution that embraces the enduring legacy of Medgar Wiley Evers, expressed through education, self-actualization and community service. The College provides access and opportunity for all students to become dynamic professionals, scholars, and change agents in their communities and in the diverse and rapidly changing world. Since its founding in 1969 through the collaborative efforts of the Chancellor and Board of Trustees of CUNY, elected officials, and community leaders, MEC has grown by expanding programming to include eight associate degree programs and 18 baccalaureate programs under three academic Schools: School of Business; School of Liberal Arts & Education; and School of Science, Health and Technology.

In addition to enlarging its academic programming, over the past 45 years, MEC has graduated 14,000 students who have contributed to Crown Heights, Brooklyn, New York City, and the world beyond. Currently MEC enrolls nearly 7,000 undergraduate students, who reflect an increasingly diverse student body: 86% African American; 10% Hispanic; 2% Asian/Pacific Islander; 1% European American, and 1% Native American. Over the past three years, on average 60% of all MEC students receive financial aid. As shown in Table 1.1, most of the students at MEC are female. The College is designated a Predominantly Black Institution (PBI); more than 85% of all enrolled students identify as African American. The College provides these students with the academic programming and student support necessary to educate and graduate competent and caring professionals who carry forward MEC's legacy of courage, strength, and fortitude.

Candidates in the EPP's three professional preparation programs mirror the demographics of the College's student population. This Predominantly Black Institution (PBI) has an enrollment of teacher candidates that are majority African American and female. Table 1.3 provides a profile of the candidates enrolled in the three programs during the review period 2015-2017. Two of the degree programs provide candidates with options for initial dual certification by New York State in general education and special education. Table 1.4 shows the EPP's current enrollment data in each of the three programs.

### **b. Description of Organizational Structure**

With President Rudolph Crew at the College's helm from August 2013, and the academic leadership of Senior Vice President and Provost, Dr. Augustine Okereke, strategic planning and ongoing assessments were at the forefront of his initiatives to improve institutional effectiveness and overall student learning outcomes at MEC. The administration's focus on accountability coupled with collaborative leadership guided the College in working towards and making substantial progress in meeting the professional higher education accreditation standards, earning Middle States Accreditation with Commendations in 2016. Dr. Crew envisioned the need for a futuristic School of Education, one that will provide access to high quality education, career preparation and professional development opportunities for underserved, diverse urban communities, such as these in Central Brooklyn. For years, public elementary schools were faced

with persistent challenges of academic underachievement, limited resources and services, limited access to sustainable careers and social deprivation. The creation of a School of Education was timely, as it embraced the responsibility of higher education intervention in feeder schools, from early childhood through secondary education, to improve student learning outcomes through college and career preparation (CAEP 1.4), particularly in teacher preparation. Primary goals include improving the pipeline from NYC public schools, ensuring that students make timely progress toward degree completion, increasing graduation and employment rates of graduates; enhancing academic programs, quality, and outcomes, incorporating state-of-the-art technology to innovative delivery of instruction, and strengthening global perspectives and practice.

The CUNY Board of Trustees approved the establishment of the School of Education in Spring 2017 to fulfill the College's mandate of urban educational transformation for communities that remain largely underserved. Realignment of the Education Department into a School saw the fulfillment of the Medgar mission to meet the educational and social needs of Central Brooklyn, a multicultural society with a large immigrant population. Led by the Founding Dean, Dr. Sheilah M. Paul, the EPP currently has two academic departments: 1) ***Multicultural Early Childhood and Elementary Education***, and 2) ***Developmental and Special Education***, where the EPP prepares candidates to become teachers at the early childhood and childhood levels, specifically teachers who will work and live within a multicultural community and who will strive to promote the best education for all children. The College has a commitment to students who desire self-improvement, a sound education, an opportunity to develop a personal value system, and an opportunity to gain maximum benefits from life experiences and from their environment. The School serves the Central Brooklyn community whose stakeholders are persons with diverse educational, socioeconomic, cultural and national backgrounds. Its Center for Cognitive Development and the Ella Baker Charles Romain Child Development Center provide research-based interventions and resources for stakeholders (see Fig. 1: EPP Organizational Structure).

### **c. Vision, Mission, and Goals**

The EPP's mission *to prepare change agents who educate to liberate* encompasses all of the elements of the conceptual framework as candidates are engaged in deeper understandings of themselves, others, the field, and their students. Therefore, the courses and early field experiences in the undergraduate degree programs provide opportunities for candidates to learn about their own cognition and learning, create learning environments, and reflect and assess their teaching and impact on learners (CAEP 1.1, 1.2, 1.3, 4.1). Candidates engage in scholarly inquiry characterized by interdisciplinary and action research projects and case studies that provide them with a context for creating effective learning experiences for their students, and data that will foster change in their own practice and help inform the teacher preparation curriculum (CAEP 1.1, 1.2, 1.3, 4.1, 5.1, 5.2). Therefore, the mission – *to prepare change agents for classrooms, schools and communities, who educate to liberate* - is consistent with MEC's institutional philosophy, mission, commitments, and goals. Eight Standards serve as the vehicle by which the EPP's mission is advanced: **Knowledge, Personal & Global Consciousness, Analytic Ability, Creativity, Professionalism, Effective Communication, Collaboration, and Commitment & Care**. The Standards are integrated in the EPP's coursework, learning experiences, and assessment system, and are aligned to professional, national and state standards.

### **d. EPP's Shared Values and Beliefs for Educator Preparation**

The School embraces democratic schooling practices and relationships in the spirit of Collaboration. Beginning with the work of John Dewey (1938), the School embeds its mission and vision in a view of classrooms that is characterized by mutual respect and reciprocity between teaching and learning. The School seeks to develop teachers as change agents and strives to build teachers' critical lenses by supporting candidates' skills in Analytic Abilities, Creativity through engagement in inquiry, and the possibilities for alternative purposes and different kinds of relationships, curricula, and materials that promote democratic ways of thinking and being. The conceptual framework ensures that teachers are prepared to become change agents by developing and enhancing certain knowledge bases. An area of scholarship that drives urban teacher education programs has to do with ideas focused directly on the relationships between schooling and students of various origins. Since MEC is an institution that prepares teachers to serve a widely diverse migrant student population, this focus is particularly important. Our teachers, who, themselves, are persons of diverse cultures, develop competencies in cultural and linguistic pedagogy. Gaining knowledge and insight about teaching for a multicultural education serves as another significant goal in this knowledge area, as does examining and critiquing current conditions and beliefs under which children of African and other descents are being educated.

The EPP envisions successful educators who teach in diverse classrooms and schools in urban communities. The EPP's Standards stem from the synthesis of the EPP's conceptual framework by detailing the proficiencies that candidates must possess and inform the outcomes of the conceptual framework as specified by the goals and objectives set in the teacher preparation programs. Table 1.2 shows how the INTASC standards align with CAEP, the EPP's Candidate Performance Standards (MEC), and the Specialty Professional Association (SPA) Standards: Council for Exceptional Children (CEC), National Association for the Education of Young Children (NAEYC), and the Association for Childhood Education International (ACEI).

## CAEP STANDARD 1

*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.*

### **1.1: Candidates Demonstrate Progressive Knowledge of 10 InTASC Standards**

The EPP uses several measures to demonstrate candidate knowledge, skills, and professional dispositions, and to show how these proficiencies achieve the goals of the EPP's Candidate Performance Standards, which are closely aligned with the 10 InTASC Standards (*Table 1.1*). Candidate learning and practical experiences begin with gaining knowledge and demonstrating understanding of diverse learners and learning by completing an education core curriculum of 5 courses (*Tables 1.1a – 1.1c*). The field experiences are progressive in nature, and begin with observation, followed by immersion into supervised practice, then whole class teaching in Clinical Practice.

### **Evidence to Support the Learner and Learning**

#### **1. Early Field Experiences**

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 (*Table 1.1k*). These early experiences are required by all candidates in all programs and reflect alignments to INTASC Standards.

#### **2. The Educating All Students Test (EAS)**

All candidates are required to take the EAS licensure exam. The external assessment measures candidates' knowledge, skills, and dispositions including their capacity to teach diverse learners (see outcomes on *Table 1.11 – 1.11ii*).

**Analysis:** Candidate performance on EAS show the EPP achieved a pass rate above 80% among all test takers across all programs. With slight fluctuations in test taking rates (83% in 2015, 78% in 2016, 94% in 2017) overall pass rates remain above 80%. Disaggregated data by program (*Figure 1.1b: Test Takers by program EAS*), show that more than 50% of candidates across programs pass the EAS between 2015 and 2017. Although CSE candidates had lower percentages of program completers taking the test (2015=92%, 2016=72%, 2017=60%), they had better performance rates than ECSE candidates. The number of CE candidates is too small to make a comparison across 3 years. ECSE candidates

demonstrated greater strengths in Competencies 4-Teacher Responsibilities, and 5-School Home Relationship. The majority of ECSE candidates (81%) scored at Level 3 or 4 on Competency 4, and 87.5% on Competency 5.

**Interpretation:** Candidates taking the EAS demonstrated knowledge of learners and learning, how to apply knowledge in practice, and professional responsibilities to support the development of learners. Despite the fluctuations in the number of candidates passing the exam, across programs and licensure areas, on average more than half of program completers take and pass the EAS exam. Although the small number of CE candidates limits comparisons across programs, of the candidates who took the EAS between 2015 and 2017, CSE candidates appear to perform better than ECSE candidates. The pass rates on this assessment show that candidates know how to support diverse learners including ELLs (Component 2) and students with disabilities (Component 3).

### **3. Content Knowledge - GPA in Concentration**

Candidate performances in required subject-specific courses assess their levels of proficiency compared to non-candidate performance in the courses at two transition points: 1) Professional Program Entry and 2) Subject-Area Concentrations (Table *1.1m.*)

**Analysis:** Candidates had higher means than non-EPP students in English at the entry level. In mathematics, EPP candidates were at or above the means of non-EPP students in 2015 and 2017, but lower in 2016 at the entry level. In science, EPP candidates had higher means in 2015 and 2016, but lower than non-EPP science students in 2017. Comparisons between concentration courses (EPP) and the majors show lower means for EPP candidates in English (2016), mathematics (2017) and science (2015 and 2017). EPP candidates were at or above the means in Psychology and Social Studies than their counterparts in the majors. Across programs, the means for CE candidates were at or above the means for non-EPP students on all, except mathematics in 2016. ECSE candidates were at or above the means of non-EPP students in all five subject areas in 2015; but lower in English in 2016 and mathematics and science in 2017. CSE candidates were at or higher than non-EPP in both English and Social Studies across the three years, but lower in Mathematics in 2017 and Science in 2015.

**Interpretation:** EPP candidates perform at or better than non-EPP candidates in content knowledge across most subject areas, both at the entry level and in their concentrations. CE and CSE candidates had better results in mathematics, English and science than ECSE candidates. However, ECSE candidates were strong in psychology and social studies. EPP candidates typically outperform peers in English,

psychology, and social studies, demonstrating significant strengths in these academic content areas. The most challenging area for EPP candidates is mathematics. Even in the cases where the EPP mean was below the non-EPP mean, candidates were able to achieve an overall GPA of 3.0 in mathematics and science in their concentration coursework. **The weakness in mathematics and science has implications for the EPP's preparation of STEM teachers in relation to the larger population of students served at the College. This prompted the EPP to institute several measures to improve mathematical abilities earlier to better prepare its prospective teachers (see Action Plan).**

### **Evidence to Support Application of Content Knowledge**

**1. The Reading Intervention Project** is designed to assess candidates' skills in evaluating reading abilities and providing the necessary intervention for students at risk for reading failure. It is one of the EPP's assessment points and a major program assessment for all candidates. [Table 1.1n](#) and [Table 1.1ni](#) provide evidence of candidate performances and their impact on student learning outcomes.

**Analysis:** In 2015 almost all candidates (93%) completed this assessment at the highest level of performance (Exemplary), with only one candidate (7%) performing at Competent. Over 70% of them demonstrated significant strengths across all of the domains assessed. While all candidates in 2016 and 2017 passed the assessment, the majority were rated as Competent (75%; 81% respectively). Analyses across the measures show that 2015 candidates demonstrated significant strengths on *Knowledge* and use of theories and research (CEC 1.0, NAEYC 1; ACEI 1.0), their ability to plan and implement instruction to help diverse learners - *Analytical Ability* (CEC 4.1; NAEYC 3; ACEI 3.2), and *Creativity* in meeting individualized goals (CEC 4.2; 4.4; NAEYC 3; ACEI 3.1), with 80% - 90% earning Exemplary on the Standards. The 2016 cohort had lower achievement ratings on this assessment. The majority (75%) performed at Competent across seven of the eight measures assessed. Notable challenge for candidates was on the EPP measure of *Analytical Ability*, where 50% were Emerging in their ability to implement modified general and specialized curriculum (CEC 3.3). Results in 2017 reflected better performances than in 2016, in that over 80% of candidates were Competent across all EPP and SPA measures, with the strongest performances (94%) on CEC 6.0; ACEI 5.1.

### **Impact on Student Learning**

The importance of value added assessment prompted the EPP to expand this project in 2016 to include data reporting and sharing on learning outcomes from the interventions, with careful consideration of the ethical principles of the profession. Referred to as *Closing the Gap*, results from two years of implementation shows the impact of candidate interventions in improving the performances of readers

identified by partner schools as at risk. Between 2016 and 2017, only 50% of the 2016 cohort was Competent, while most candidates (100% in 2017; 50% in 2016) were rated as Emerging in masterfully executing the tasks involved in this performance assessment. Results of the post-tests showed improvements beyond the 35% benchmark (50%-90% in 2016: Gr 2-3; 37%-76% in 2017: K-2).

**Interpretation:** Data show that 100% of candidates met the criteria for passing this assessment and therefore met the EPP and SPA standards assessed. Among the 38 candidates completing this assessment, the program realized that a majority (87%) of its candidates achieved more than adequate knowledge and skills to effectively impact student learning to read, having met the criteria at the Competent to Exemplary levels of assessment. While only 34% performed at the Exemplary level, the vast majority competently demonstrate understanding of disabilities and differences, and their impact on reading performance. Candidates demonstrated use of developmental theories and research to design learning opportunities that impacted students' reading performance (ACEI 1.0; NAEYC 1). They showed adequate knowledge of the differences in learning styles (ACEI 1.0, NAEYC 1, CEC ECSE S1.1), and differentiated for individualized learning goals (ACEI 3.1) by adapting curriculum materials and creating positive learning experiences for at risk readers (ACEI 3.2; NAEYC 4a). They demonstrated their skills in using assessment instruments and using the information from these assessments (CEC 4; ACEI 4.0; NAEYC 3) to select, modify and use effective approaches, strategies and tools to provide reading interventions and instruction for students (CEC 3.3; ACEI 3.1; ACEI 3.2). They demonstrated adequate engagement in the professional field through their learning communities, and reflected on their experience in implementing the interventions aligned to curriculum standards and learning goals (CEC 6: ACEI 5.1). The results on improvements in reading among the K-3 students who participated in the project clearly validate the importance and success of this assessment.

## **Evidence to Support Instructional Practice**

### **1. Knowledge of Assessment**

#### ***a) Test Development Project***

This assignment requires CSE and CE candidates to assess understanding and use of formal and informal assessments in education. Candidates conduct informal interviews with parents and teachers to gather background information on the students' skills, areas of strengths, and areas of needs. They administer the Peabody Individual Achievement Test, and the Woodcock Johnson Math Reasoning Battery or the Woodcock Reading Mastery Test in the diagnosis of a Learning Disability. Using the analysis of the results of these formal assessments and the background anecdotal information gathered from parents and teachers, candidates develop an appropriate Standardized Test, as well as an Assessment Plan for the

student. They modify, adapt, and use this Plan over a period of time to monitor the progress of the student in the elementary classroom (*Table 1.1o*).

**Analysis:** Ten (10) candidates completed this assignment in 2015, 36 candidates in 2016, and 21 candidates in 2017. Between 43%-50% of candidates completed this assessment with Exemplary performances, and 33% - 52% received a Competent rating. Across the individualized dimensions of the CEC Standard 4 (Assessment), most candidates (90%) were proficient at the higher levels: Competent to Exemplary across all areas assessed, with one candidate at the emerging levels in 2015 and 2017, and between 6 to 8 candidates at Emerging levels on the six dimensions in 2016.

**Interpretation:** The majority of candidates were successful in demonstrating their ability to use formal and informal assessments, developing, adapting, modifying and using exceptionality-specific assessments with students with disabilities and demonstrated sound knowledge of formal and informal assessments to ensure continuous intellectual, social and physical development of learners. Candidates met the Standards and demonstrated the skills and professional dispositions to develop, adapt, and use testing instruments for students with exceptional learning needs (CEC 4).

#### ***b) Authentic Assessment of 3 - 6 year olds - ECSE***

This project spans across many weeks and with several key components that afford candidates opportunity to apply knowledge of early childhood assessment. ECSE candidates conduct formal interviews with parents and/or teachers collect information from the parent/teacher to complete a simple and common screening tool called the Center for Disease Control (CDC) Developmental Checklist, appropriate for the child's age. Candidates assess the children, using the Work Sampling System (WSS) to assess indicators in the areas of: a) "Follows Classroom Rules"; b) "Represents Stories," and c) "Addition and Subtraction". Examining children's work samples allows candidates to formulate ideas on best ways to instruct whole groups, as well as methods /approaches to differentiate instruction to meet individual needs (*Table 1.1p & 1.1pi*).

**Analysis:** Overall performance decreased from 2016 to 2017 and this was most apparent for the NAEYC 3 / CEC 4, directly related to assessment. None of the candidates scored Exemplary for NAEYC 4 / CEC 5 criteria, which addresses the use of assessment results to make decisions about instructions. On the other hand, there was quite a notable increase in the percentage of candidates who scored on the Exemplary Level for the CEC 1 / NAEYC 1 (83%), as well as the NAEYC 3 / CEC 4 (52 %) standards.

**Interpretation:** Overall performance fluctuated on this assessment. This was most notable in the CEC 4 / NAEYC 3 and CEC 5 / NAEYC 4 standard, related to analyzing assessment results and using these results to make decisions about instruction, respectively. Upon further analysis of the work samples, the main reason why certain candidates achieved only Emerging for the CEC 4 / NAEYC 3 standards is because they either did not complete the data table for that section of the report correctly or they left it out altogether. **An area of concern and a noticeable trend is in candidates' math abilities that have implications on their performances in assessment-related tasks. Supporting candidates' mathematics skills is an area for improvement, detailed in the [Action Plan](#).** All candidates were able to compare and contrast the children they tested in terms of overall strengths and weaknesses on specific testing criteria. They were also able to effectively utilize course materials and resources to identify learning objectives and activities that were developmentally appropriate for the groups of children that they tested. However, they fell short on providing sufficient or an abundance of differentiated learning activities to score Competent and Exemplary, respectively.

## **2. Application of Knowledge of Learners and Learning in Instructional Situations**

In Clinical Practice (CP), candidates' demonstrate ability to apply their knowledge in practice situations - measured using the Implementation portions of the extensive three-part CP Assessment instruments. Each candidate is observed teaching at least four lessons each semester, one in each subject area – ELA, mathematics, science and social studies or integrated ELA/Social Studies and Math/Science ([Tables 1.1q -1.1qii](#)).

**Analysis:** All candidates (2015-2017) successfully completed this part of the assessment, with 83% (2015), 86% (2016), and 80% (2017) performing between the Competent or Exemplary levels, indicating mastery of teaching skills and proficiencies on CEC Standards 1, 2, 3, 4, and 5. In analyzing candidate performances on teaching academic content areas, 80% - 85% of CE/CSE candidates and 75% - 81% ECSE candidates had Competent to Exemplary performances across all dimensions measured during their four observed lessons each semester. However, more CE/CSE (58%) candidates performed at Exemplary when compared to ECSE candidates (28%). The data show that 95-100% of candidates met the **standards** and the sub-standards that were aligned to the EPP measures for assessment of content area pedagogical and professional skills.

**Interpretation:** CE/CSE/ECSE candidates demonstrate that they had strong skills in instructional delivery for diverse learners that are supported by the unique blend of academic subject area proficiency and special education preparation. They were able to use their foundational knowledge of diversity and

exceptionalities (CEC 1; ACEI 1; NAEYC 1) to select, adapt and use instructional strategies, materials and technology, including assistive technology to meet the individual characteristics and needs of their learners (CEC 2, 4; NAEYC 3; ACEI 3.1, 3.2) as they effectively taught and challenged their students to learn and master critical academic subjects in the general curriculum (CEC 3; ACEI 2.1, 2.2, 2.3, 2.4). These results also inform the EPP and confirm that with additional practice, mentoring and reflection, candidates do grow and improve.

### **3. Ability to Plan Instruction**

Each candidate is required to plan at least four lessons each semester, one in each subject area – ELA, mathematics, science and social studies or integrated ELA/Social Studies and Math/Science. In preparing lessons for observations, candidates engaged in a process that starts with conceptualization and ends with reflection, a model developed and used by the EPP since 2003. This model ensures that assessments of and for instruction are central to candidate practice. [Tables 1.1r – 1.1ri](#) show candidate performance in lesson planning which is assessed as Part I of the CP rubric.

**Analysis:** All candidates’ demonstrate ability to plan instruction for diverse learners; thereby meeting the Standards assessed. Of the 32 CE/CSE candidates 84.3% (27) scored at the Competent or Exemplary level, while 15.6% (5) of them met the Standards at the Emerging level. Candidates showed strengths on Standard 5.1 - Professional growth, reflection, and evaluation; and Standard 5.2 – Collaboration as they received Exemplary ratings on these Standards. More than half of them were also strong on Standard 4– Assessment. Only one candidate in each cohort performed consistently at Emerging. In the planning dimensions, more than 80% of the 15 ECSE candidates performed at Competent or Exemplary on the combined CEC/NAEYC standards (CEC 1, 3, 4, 5, 7/NAEYC 1, 3, 4, 5, 6, 7). A recurring trend (**math abilities**) was NAEYC 3: Observing, documenting and assessing, in that 22% displayed Emerging competency.

**Interpretations:** Candidates across programs continue to demonstrate proficiencies in planning instruction for teaching students with and without exceptional learning needs. With the exception of one or two candidates each year with consistently Emerging performances, all EPP candidates had the requisite competencies to plan appropriate instruction for diverse learners.

### **4. Instructional Strategies**

Observation and assessment of candidates during CP Experience provide substantial evidence that our candidates *understand and use a variety of instructional strategies to encourage learners to develop deep*

*understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways (INTASC 8).* While teaching academic subjects, candidates creatively integrate subject matter to deepen students' acquisition and mastery of critical academic content reflected in the assessment of their integrated lessons in ELA/Social Studies and Mathematics/Science during their CP observations. Candidate performances are referenced in *Tables 1.1q – 1.1qii*.

**Analysis:** All candidates successfully completed this part of the assessment, with 83% of CE/CSE candidates (2015), 86% (2016), and 80% (2017), performing at Competent or Exemplary. Similarly, most ECSE candidates (>90%) performed at Competent or Exemplary. These results indicate mastery of teaching skills and proficiencies. Among the strongest performances was on the EPP dimension of *Using Effective Strategies to Promote Active Engagement in Learning (CE/CSE: 92% 92%, 100%, and 80%)* in 2015-2017 respectively. On the same measure for ECSE, candidates were similarly strong on NAEYC 5 (81%); CEC 3 (80%) and CEC 5 (75%) as reflected in the Competent or Exemplary ratings of all candidates.

**Interpretation:** Overall, candidates know and use a wide repertoire of strategies to engage and motivate learners. While the CSE candidates performed better than the ECSE candidates on this dimension, the majority of ECSE (>90%) candidates met the standards measured in the implementation of instruction to their learners. ECSE candidates demonstrated their ability to engage children in differential learning of content using developmentally appropriate practices.

**Implications:** Results of candidates' knowledge of instructional practice described above is juxtaposed with evidence from the validated external edTPA assessment, specifically, Task 2 (Instructing and Engaging Students). Comparisons across programs show that ECSE had means ranging from 2.8 – 3.6; CSE was 3.0-3.4 and CE was 3.3 - 3.5 on the Planning Competency on the edTPA (*see TASK 2 on Table 1.1wi: Disaggregated edTPA Performances by Programs: ECSE; Table 1.1wii: Disaggregated edTPA Performances by Programs: CSE; and Table 1.1wiii: Disaggregated edTPA Performances by Programs: CE*). These results suggest candidates perform above average in their abilities to plan instruction.

## **5. Evidence to Support Professional Responsibility**

Candidate performances on EAS Competency 4 – Teacher Responsibilities are used as evidence to demonstrate candidates' *professional learning and ethical practice (INTASC 9) (Tables 1.1l-1.1lii)*.

**Analysis:** Among the EPP's 43 candidates (2015-2017) who took and passed the EAS, disaggregated results on *Competency 4 – Teacher Responsibilities* show that 67% scored above or well above average on this dimension. Only 7% (3) candidates scored well below average on this dimension. Candidate performance on the EAS fluctuated (*Figure 1.1b*). From 2015 to 2016, candidates' performance on Competency 4 improved, with 47% of candidates in 2016 performing at level 4, showing strong command of relevant knowledge and skills, and 32% at level 3, demonstrating satisfactory command of knowledge and skills. By 2017, 62.5% of candidates scored at level 4, and 25% at level 3. Among ECSE candidates (n=16), 44% were at Level 4, while 38% were at Level 3. In 2016 and 2017 ECSE test takers performed better than the 2015 cohort, with 86% and 80% respectively scoring at levels 3 and 4. Performance of CSE candidates (n=24) shows 33% at level 4, while 29% were at level 3. Similarly, CSE candidates in 2016 and 2017 did better than those in 2015. In 2016, 73% scored at levels 3 and 4; with 63% of them scoring at level 4. In 2017, 100% of CSE test takers passed this competency at level 3 and 4, with 67% of them at level 4. In the CE program the one candidate taking the EAS in 2016 passed, and met this competency at level 3. Of the 41 candidates overall who took and passed the EAS test, 32% of them scored at the highest level – level 4, while 44% were at level 3. Overall, candidates performing at level 3 or 4 on Competency 4 of EAS increased from 2015-2017: 2015 (71%); 2016 (72%); and 2017 (100%). From 2015-2017, candidates scoring 3 or 4 increased by 29%. Among the ECSE candidates overall, 87.5% [14] performed at level 3 and 4, with the highest percentage (60%) in 2017. CSE candidates showed a 57% increase in number of program completers earning level 3 or 4 from 2015-2017.

**Interpretation:** Candidates demonstrate satisfactory to strong command of teacher responsibility. This finding suggests that candidates have a good understanding of *the rights and responsibilities in situations involving interactions between teachers and students (INTASC 9)*.

## **1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.**

During Transition Point 3, candidates complete an **Action Research Study** during Clinical Practice *Table 1.2a and Table 1.2ai*.

**Analysis:** In 2015, most candidates (47%) earned Emerging for ACEI 1.0, NAEYC 1, while 47% of the candidates earned Competent (33%) or Exemplary (13%). For ACEI 5.1, 5.2; NAEYC 6; and CEC 6 46.6% of the candidates earned Emerging and 40% earned Competent or Exemplary. Although, none of the candidates earned Exemplary on ACEI 2.1, CEC 3; NAEYC 5 most (53%) achieved Competent. A slight improvement in candidates' performance on the assignment in 2016 show that 50% received Exemplary while between 25% and 31% earned Competent across standards. The amount of candidates performing at the Competent or Exemplary declined significantly in 2017. Only 20% of the candidates achieved Exemplary across standards on the assignment and 40% earned Competent on ACEI 1.0. Although none of the candidates received Unsatisfactory in the assignment, most were at the Emerging level (80%) for ACEI 2.1, 5.1, and 5.2. [\(See Action Plan\)](#)

**Interpretation:** Candidates were Competent in their ability to know, use and understand the use of major concepts, principles, theories and research related development of children and young adolescents to construct learning opportunities for students. In terms of professionalism, only 40% of candidates illustrated an ability to reflect deeply on their practice and collaborate with families. Results of some of these studies have been published in peer-reviewed journals and shared at national conferences [\(See Appendix C\)](#).

**1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).**

### **1. State Licensure Exams**

a) The New York State licensure exams measure specific content knowledge for educators and is used by the State to measure EPP's program effectiveness. This EPP exceeded the 80% pass rate among its 2015-2017 test takers (Range 83% - 93%). Candidate performances on these certification examinations are discussed in several sections of the Self Study, with reference to Standard 4. Refer to data [Table 4.2a](#) for evidence of test takers and pass rates among test takers on the EAS, CST-SwD, CST-Multisubject and edTPA tests.

b) Specialized Professional Association (SPA) reports for NAEYC, CEC, and ACEI (see Appendix 1.3A; 1.3B), are appended as evidence. Submissions of the ACEI (CE) and CEC (CSE) reports were made in a

timely manner, and are currently under review. **However, the ECSE’s response to previous conditions was Not Nationally Recognized. Reasons for this decision and actions to be taken are outlined in the Action Plan).**

#### **1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).**

The *edTPA* evaluates authentic teaching and evaluates the candidate's ability to effectively teach his/her subject matter to all students. Robust data on candidates’ performance on edTPA is an external measure that candidates can teach diverse students in a variety of settings. *Tables 1.4a – 1.4aiv* show overall candidate performances on the edTPA across programs.

**Analysis:** For ECSE and CSE, means on Competency 15 is used, while CE means on Competency 18 was used to show skills to guide P-6 students toward college/career readiness. ECSE ranged from 2.8-3.0; CSE 3.0-3.2; CE 2.8-3.5 showing average to above average ability.

**Interpretation:** EPP candidates across all programs demonstrate they can prepare students to be college and career-ready.

#### **1.5 Candidates Model and Apply Technology**

Candidates use technology throughout their preparation in courses and in Clinical Practice (CP) to help P-6 students access and assess quality digital content. *Tables 1.5a - 1.5b* show candidates’ performance on the CP assessment rubrics domain related to technology, while *Table 1.5c* shows candidates’ use of technology across courses. All candidates infuse technology in their lessons, including CSE and ECSE candidates’ use of assistive technologies – practices that culminate in CP. The CP Experience Assessment measures candidates’ ability to develop and facilitate technology-enhanced lessons in their classrooms. (*Table 1.5d*).

**Analysis:** From 2015-2017, 80% of candidates scored at the competent or higher on required technology related standards. In 2015, of the 21 candidates in CP, 81% scored Competent on technology domains of the CP Implementation rubrics. In 2016, 69% of our candidates scored Competent or above. In 2017, there was increase in candidate’s performance, with 92% of the candidates scoring Competent. Most

candidates consistently performed at Competent when using technology in the field. CP results show that 80% of candidates understand communication theory and know how to use a variety of media communication tools. In 2015, most candidates performed at Emerging, while in 2017 most candidates earned Competent in their use of technology. Candidates integrated Smartboard engagement activity in lessons. Close analysis of data on WebQuest shows that in 2015-2017 out of 148 candidates, 80 % achieved a Competent rating, only 9 % candidates were Emerging, and 11% candidates did not meet the standards.

**Interpretation:** Candidates have technology content knowledge, pedagogical content knowledge, knowledge of web-based teaching strategies, are responsive to diversity, can use technology as a teaching tool, and can develop technology-based curriculum, including use of assistive technology. Most candidates have the knowledge to select and use appropriate problem-solving tools, computers, electronic information resources, and visual materials to support the learning of different subject areas. Candidates understand and use appropriate technology to help students become capable technology users through communication; through access, management, analysis, and problem-solving with information, and through collaborative and self-directed learning. During CP, candidates show that they understand how to engage children by catering to children's interests and by integrating strategies that encourage them to use digital tools to ignite P-6 students' interests and support students' use of technology.

### Summary

It is therefore, the EPP's position that its candidates can work with a wide range of students across grades and contexts, including ELL's and students with exceptional learning needs (INTASC 1, 2). Our candidates are able to identify, select and use different methods, including varied assessments to identify the needs of diverse learners across content areas (INTASC 2, 3). Candidates 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 (INTASC 4, 6, 8). Candidates use various instructional methods to get to know students, including ways to learn about their culture, background, and prior knowledge (INTASC 5, 6). Candidates use their knowledge of the students to design developmentally appropriate resources and instruction for diverse learners (INTASC 7). Candidates work in school settings with young learners and older learners. Through strong partnerships with local schools, candidates work with exceptional learners, including students learning English as a new language (INTASC 9, 10). In the end, our program completers feel prepared to work with diverse learners, and the demographics of our partner schools provide a rich canvas of opportunities to work with culturally and linguistically diverse students (INTASC 1-10).

## EPP ACTION PLAN FOR STANDARD #1

STANDARD/ ELEMENT	FINDINGS	RECOMMENDATIONS RATIONALE	RESOURCES NEEDED	MEASURES/ INSTRUMENTS	PROGRESS AND/OR TIMELINE FOR IMPLEMENTATION
STANDARD 1  Element: 1.1  Tables 1.1ni- 1.1niii	60% of candidates were struggling with the Mathematics section and 30% had difficulty in the ELA section of the NYSTCE Multi-subject Exam'	<b>Restructure the Test Taking Prescribed Sequence on the Assessment Plan and Workshop Course Sequence from Transition Point 1 to Transition Point 3</b>  Candidates needed more time and more intensive tutoring in these subject areas.	Funding for: Tutors Online Practice Modules	RtI assessments on content mastery  # and frequency of tutoring  # taking and passing examination  Duration of tutoring  # of test attempts	Decision made in Spring 2017.  Piloted in Summer 2017:  Pass rate on 1 <sup>st</sup> trial:  Performance levels in each dimension:  Implemented in Spring, 2018
1.1 1.2 GPA	An implication is the weakness in mathematics, and ultimately science among the larger population of students served at the College.	EPP to institute several measures to improve mathematical abilities earlier in the preparation track for its prospective teachers such as providing developmental support and referring students to the tutoring centers at the College and one-on-one tutoring.	Funding for: Tutors	# and frequency of tutoring  Duration of tutoring  Course assessment and benchmarks	Discussions have begun and math tutors have been hired.
1.1 Reading Intervention Project	Candidates performing at the Emerging level on this assessment were provided with detailed feedback from supervising faculty on ways to improve their intervention skills.	Course instructor will implement more practice experiences during the semester to give candidates additional opportunities to build their skills. Ongoing practice will improve their knowledge and hone their skills as they progress in the program.	Faculty is already in place	Course assessment rubrics	Already implemented.
1.1	Candidate performances on their first lessons tend to be the weakest performances, but as they gain more opportunities to	Refer candidates to the writing and/or tutoring center	Resource already available on campus	Referral sheet RtI	Diagnosis tests started in June 2017

	<p>teach and gather feedback and reflect, they show marked improvements in the subsequent lessons. The data also informs the EPP that with additional practice, mentoring and reflection, candidates do grow and improve.</p>				
<p>1.2 Ethnography Research</p>	<p>We do acknowledge that 22% N=8 students scored an unsatisfactory on the domain research knowledge, which seems illustrated that we needed to take some additional steps to support candidates. Of those 8 students, 6 did not submit a paper, thus only 2 who submitted work received an unsatisfactory score. Some examples of topics discussed that semester include high school stress and its impact on academic success, homework, relevance of play in early childhood education</p>	<p>Course professor will scaffold assignment and provide more detailed support in the area of research as well as work with the librarians to demonstrate research procedures.</p>	<p>Faculty is already in place</p>	<p>Candidate Performance on research related standards</p>	<p>Course rubric will be modified to reflect changes by spring 2019.</p>
<p>1.2 Action Research</p>	<p>Candidates ability to reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; and candidates' knowledge of the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being</p>	<p>Course professor will provide opportunities for candidates to share their research during class while the research is underway, allowing for peer conversations about the work and candidate reflection on their practice. Candidates will also share findings with stakeholders such as school principal and perhaps present at a TEPAC meeting.</p>	<p>Faculty is already in place</p>	<p>Candidates' performance on related rubric domains</p>	<p>At the discussion level during the fall 2018 semester.</p>

	of children were areas for improvement.				
1.3 SPA Report	However, the ECSE's response to previous conditions was Not Nationally Recognized. The BOE Report showed that while NAEYC Standards were met, most of the CEC Standards were Met with Conditions and needed responses from the EPP. Since the EPP had exhausted its time for submission of a response to the CEC conditions, the BOE decided to remove the ECSE program from national recognition, until a new cycle of reports can be generated. The EPP considers this a serious indictment, and will continue to work with the CAEP accreditation personnel to address this setback within the new timeframe given for a new review.	The EPP has bought the assessment system Chalk and Wire (see standard 5 for additional details).	All Faculty	Rubrics Alignments	Decision received August 2018. EPP will work with its partners to revise the learning experiences and instruments to reflect more performance-based than product-based assessments, as guided by CAEP accreditation personnel.
1.3 Authentic Assessment of 3 - 6 year olds - ECSE & 1.3 Math Modification	An area of concern is in candidates' math abilities that have implications on their performances in assessment-related tasks. This is an area for Improvement.  <i>Assessment</i> implies poor upper level mathematical skills	Infuse mathematically related content in each class session to include such abilities as: reading and constructing tables, calculating chronological age versus adjusted age, calculating percent delay, etc.	Faculty member is already in place.	Teacher-made tests, i.e.: quizzes, midterm, final	Each class session will have a related mathematical task; rubrics will be revised spring 2019.
Standard 1.4	While some candidates were also able to develop and use	The EPP is engaging a curriculum mapping section	Faculty already in place	# P-12 students sample work	Curriculum mapping section will occur fall 2018.

	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, the evidence point to this Standard – Assessment as the one area of challenges that requires more practice for all candidates.	that will examine ways that we can enhance candidates’ use of assessment throughout the program.		Candidates’ performance on related assessment domain.	
--	--	--	--	---	--

# STANDARD 1

## LIST OF TABLES, FIGURES AND CHARTS

### 1.1

*Figure 1.1a: EPP Progression on INTASC Standards*

Table 1.1: EPP Alignment with INTASC Standards

Table 1.1a: BA Program Sequence – ECSE

Table 1.1b: BA Program Sequence – CSE

Table 1.1c: BA Program Sequence –CE

Table 1.1d: Entry Level Academic Content Knowledge Coursework

Table 1.1e: Concentration Requirements by Subject Area - English

Table 1.1f: Concentration Requirements by Subject Area - Math

Table 1.1g: Concentration Requirements by Subject Area - Science

Table 1.1h: Concentration Requirements by Subject Area – Social Studies

Table 1.1i: Concentration Requirements by Subject Area – Psychology (ECSE)

Table 1.1j: Descriptions of Clinical Practice

Table 1.1k: Early Field Experiences Descriptions

Table 1.1ki: Candidate Performances on Early Field Experiences

Table 1.1l: Educating All Students – ECSE

Table 1.1li: Educating All Students – CSE

Table 1.1lii: Educating All Students - CE

*Figure 1.1b: Test Takers by program – EAS*

Table 1.1m: Candidate Performance in Content Areas-Disaggregated GPA's by Program

Table 1.1n: Candidate Performance on Reading Intervention Project

Table 1.1ni: Student Learning Outcomes from Reading Intervention Project

Table 1.1o: Candidate Performance on Test Development Project

Table 1.1p: Authentic Assessment – ECSE 2016

Table 1.1pi: Authentic Assessment – ECSE 2017

Table 1.1q: Clinical Practice Implementation Data -ECSE

Table 1.1qi: Clinical Practice Implementation Data - CSE

Table 1.1qii: Clinical Practice Implementation Data - CE

Table 1.1r: Clinical Practice Planning Data – ECSE

Table 1.1ri: Clinical Practice Planning Data –CSE

Table 1.1rii: Clinical Practice Planning Data – CE

### 1.2

Table 1.2a: Action Research Assessment Description

Table 1.2ai: Candidate Performance on Action Research

### 1.3

Reference: Standard 4

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

### 1.4

Table 1.4a: Overall edTPA Handbook Performance

Table 1.4ai: Candidate Performance on edTPA – ECSE

Table 1.4aii: Candidate Performance on edTPA – CSE

Table 1.4a: Candidate Performance on edTPA – CE

## 1.5

### Reference Tables 7.1 – Technology Theme

*Table 7.1: Technology-related Course Activities across Program 2014-15*

*Table 7.1bi: Technology-related Course Activities across Program 2015-16*

*Table 7.1bii: Technology-related Course Activities across Program 2016-17*

*Table 7.1i: Candidate Performance on Technology Enhanced Lessons: 2015*

*Table 7.1j: Candidate Performance on Technology Enhanced Lessons: 2016*

*Table 7.1k: Candidate Performance on Technology Enhanced Lessons: 2017*

*Table 7.1m: Rubric Element on Technology use in clinical*

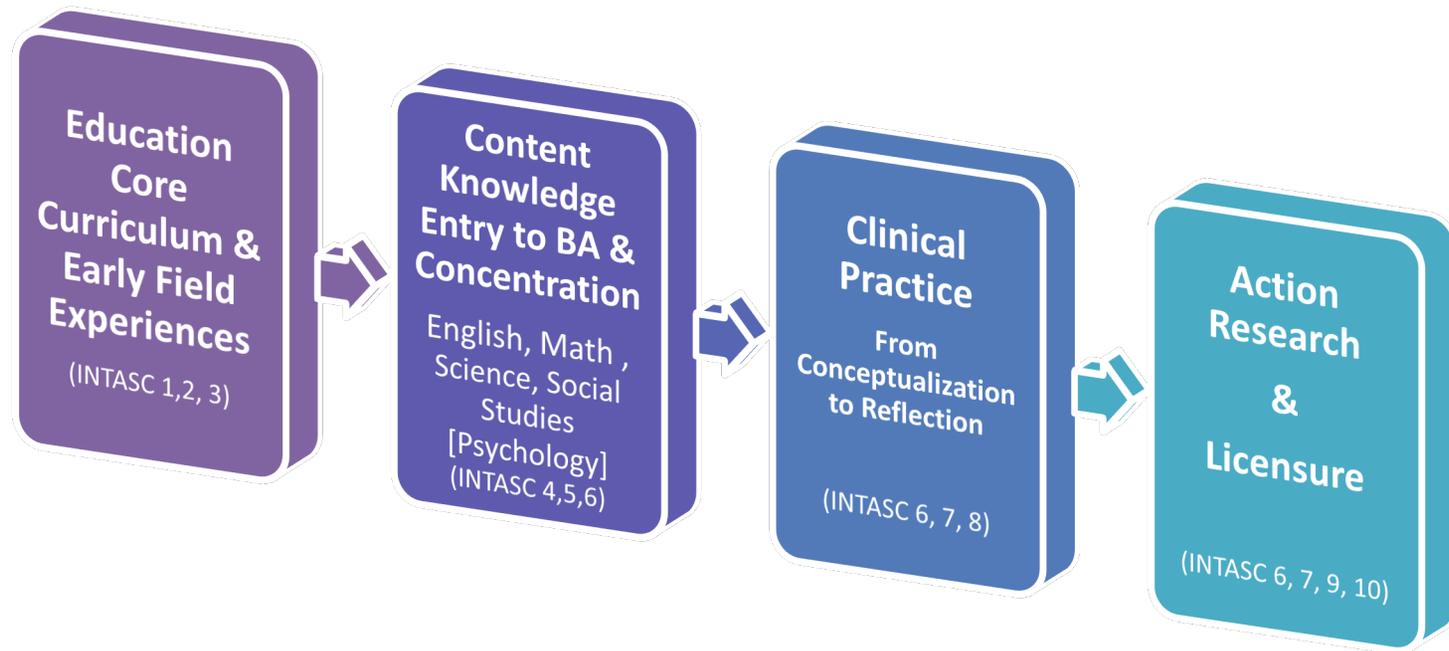
*Table 7.1n: Summary of Special Education Candidate use of Technology: 2015-2017*

### Appendices

Appendix 1.3A: SPA Report – ECSE Decision

Appendix 1.3B: Action Plan

*Fig. 1.1a: EPP Progression on INTASC Standards*



## STANDARD 1: LIST OF TABLES, FIGURES AND CHARTS

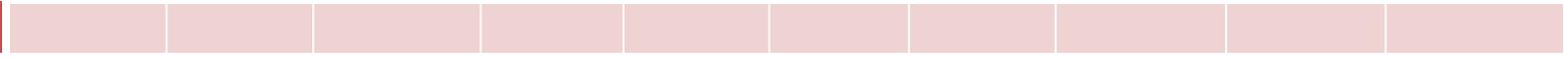
Table 1.1: EPP Alignment with INTASC Standards

	<u>INTASC STANDARD 1</u> LEARNER DEVELOPMENT	<u>INTASC STANDARD 2</u> LEARNING DIFFERENCES	<u>INTASC STANDARD 3</u> LEARNING ENVIRONMENTS	<u>INTASC STANDARD 4</u> CONTENT KNOWLEDGE	<u>INTASC STANDARD 5</u> APPLICATION OF CONTENT	<u>INTASC STANDARD 6</u> ASSESSMENT	<u>INTASC STANDARD 7</u> PLANNING INSTRUCTION	<u>INTASC STANDARD 8</u> INSTRUCTIONAL STRATEGIES	<u>INTASC STANDARD 9</u> PROFESSIONAL ETHICAL PRACTICE	<u>INTASC STANDARD 10</u> LEADERSHIP COLLABORATION
CAEP STANDARDS										
<u>CAEP Standard 1</u> Content and Pedagogical Knowledge	X	X	X	X	X	X	X	X	X	
<u>CAEP Standard 2</u> Clinical Partnerships and Practice									X	X
<u>CAEP Standard 3</u> Candidate Quality, Recruitment, and Selectivity										
<u>CAEP Standard 4</u> Program Impact	X				X	X	X	X		
<u>CAEP Standard 5</u> Provider Quality Assurance and Continuous Improvement										

MEC STANDARDS										
MEC Standard 1 Knowledge	X	X	X	X						
MEC Standard 2 Personal and Global Consciousness			X		X				X	X
MEC Standard 3 Analytic Ability						X				
MEC Standard 4 Creativity					X	X	X	X		
MEC Standard 5 Professionalism							X		X	X
MEC Standard 6 Effective Communication					X					X
MEC Standard 7 Collaboration									X	X
MEC Standard 8 Commitment and Care	X	X	X	X	X	X	X	X	X	X
CEC INITIAL PREPARATION STANDARDS	<u>INTASC STANDARD 1</u> LEARNER DEVELOPMENT	<u>INTASC STANDARD 2</u> LEARNING DIFFERENCES	<u>INTASC STANDARD 3</u> LEARNING ENVIRONMENTS	<u>INTASC STANDARD 4</u> CONTENT KNOWLEDGE	<u>INTASC STANDARD 5</u> APPLICATION OF CONTENT	<u>INTASC STANDARD 6</u> ASSESSMENT	<u>INTASC STANDARD 7</u> PLANNING INSTRUCTION	<u>INTASC STANDARD 8</u> INSTRUCTIONAL STRATEGIES	<u>INTASC STANDARD 9</u> PROFESSIONAL ETHICAL PRACTICE	<u>INTASC STANDARD 10</u> LEADERSHIP COLLABORATION
CEC IP Standard 1	X	X		X	X		X	X		

Learner Development and Individual Learning Differences										
CEC IP Standard 2 Learning Environments		X				X	X			
CEC IP Standard 3 Curricular Content Knowledge	X		X				X			
CEC IP Standard 4 Assessment	X		X		X					
CEC IP Standard 5 Instructional Planning and Strategies	X		X		X	X	X			
CEC IP Standard 6 Professional Learning and Ethical Practice						X		X	X	
CEC IP Standard 7 Collaboration							X	X	X	
NAEYC STANDARDS	<u>INTASC STANDARD 1</u> LEARNER DEVELOPMENT	<u>INTASC STANDARD 2</u> LEARNING DIFFERENCES	<u>INTASC STANDARD 3</u> LEARNING ENVIRONMENTS	<u>INTASC STANDARD 4</u> CONTENT KNOWLEDGE	<u>INTASC STANDARD 5</u> APPLICATION OF CONTENT	<u>INTASC STANDARD 6</u> ASSESSMENT	<u>INTASC STANDARD 7</u> PLANNING INSTRUCTION	<u>INTASC STANDARD 8</u> INSTRUCTIONAL STRATEGIES	<u>INTASC STANDARD 9</u> PROFESSIONAL ETHICAL PRACTICE	<u>INTASC STANDARD 10</u> LEADERSHIP COLLABORATION
NAEYC Standard 1 Relationships	X						X		X	X
NAEYC Standard 2 Curriculum				X			X			
NAEYC Standard 3 Teaching	X	X	X	X		X	X	X		

<u>NAEYC Standard 4</u> Assessment of Child Progress		X		X		X	X	X		
<u>NAEYC Standard 5</u> Health	X								X	
<u>NAEYC Standard 6</u> Teachers									X	X
<u>NAEYC Standard 7</u> Families									X	X
<u>NAEYC Standard 8</u> Community Relations									X	X
<u>NAEYC Standard 9</u> Physical Environment		X	X				X	X		
<u>NAEYC Standard 10</u> Leadership and Management									X	X
<b>ACEI STANDARDS</b>	<u>INTASC STANDARD 1</u> LEARNER DEVELOPMENT	<u>INTASC STANDARD 2</u> LEARNING DIFFERENCES	<u>INTASC STANDARD 3</u> LEARNING ENVIRONMENTS	<u>INTASC STANDARD 4</u> CONTENT KNOWLEDGE	<u>INTASC STANDARD 5</u> APPLICATION OF CONTENT	<u>INTASC STANDARD 6</u> ASSESSMENT	<u>INTASC STANDARD 7</u> PLANNING INSTRUCTION	<u>INTASC STANDARD 8</u> INSTRUCTIONAL STRATEGIES	<u>INTASC STANDARD 9</u> PROFESSIONAL ETHICAL PRACTICE	<u>INTASC STANDARD 10</u> LEADERSHIP COLLABORATION
<u>ACEI Standard 1</u> Development Learning and Motivation	X	X	X	X		X				
<u>ACEI Standard 2</u> Curriculum		X	X			X				
<u>ACEI Standard 3</u> Instruction	X	X	X	X	X		X	X		
<u>ACEI Standard 4</u> Assessment	X	X	X	X	X	X				
<u>ACEI Standard 5</u>					X				X	X



**Table 1.1a: BA Program Sequence – ECSE**



**EARLY CHILDHOOD SPECIAL EDUCATION**

<b><i>AA Teacher Education – 4-Semester Course Sequence</i></b>	
All students should meet with their Advisor regularly to discuss their degree progress and review their academic and educational plans. This course sequence is a guide. Students should check the MEC website for the latest in degree requirements.	
<i>Developmental Coursework Completed During Intersession Prior</i>	
<i>(For Students with Developmental Education Coursework Remaining in Semester 1, Summer/Winter Course-Taking is Highly Advised)</i>	
<b><u>Semester 1</u></b>	
<input type="checkbox"/> ENGL 112- College Composition I	3 CREDITS
<input type="checkbox"/> MTH 136- Algebra/Trigonometry	3 CREDITS
<input type="checkbox"/> ART 100- Introduction to World Art	3 CREDITS
<input type="checkbox"/> BIO 101- Introduction to Science of Biology	3 CREDITS
<input type="checkbox"/> SSC 101- Culture, Society, and Social Change	3 CREDITS
<input type="checkbox"/> FS 101- Freshmen Seminar I	1 CREDIT
<b>TOTAL- 16 CREDITS</b>	
<b><u>Semester 2</u></b>	
<input type="checkbox"/> ENGL 150 – College Composition II	3 CREDITS
<input type="checkbox"/> BIO 211 – Biotechnology & Society	3 CREDITS
<input type="checkbox"/> PSYC 101 – Introduction to Psychology	3 CREDITS
<input type="checkbox"/> EDUC 102 – Introduction to the Learner	2 CREDITS
<input type="checkbox"/> EDUC 501 - Early Field Experience: Shadowing Professionals	0 CREDITS
<input type="checkbox"/> MTH 231- Math for Teachers <b>OR</b>	
<input type="checkbox"/> MTH 220– College Geometry	3 CREDITS
<input type="checkbox"/> FS 102- Freshman Seminar II	1 CREDIT
<b>TOTAL- 15 CREDITS</b>	
<b><u>Semester 3</u></b>	
<input type="checkbox"/> ENGL 212 – World Literature: The Evolving Canon	3 CREDITS
<input type="checkbox"/> HIST 200 – The Growth and Development of the U.S.	3 CREDITS
<input type="checkbox"/> GEOG 101 – Regional Geography	3 CREDITS
<input type="checkbox"/> EDUC 110 – Health, Fitness, & Safety for Teachers	1 CREDIT
<input type="checkbox"/> EDUC 152 – Introduction to Special Education	2 CREDITS
<input type="checkbox"/> EDUC 502 - EFE: Observing Learners	0 CREDITS

<input type="checkbox"/> EDUC 231 – Child Development CREDITS	3
<input type="checkbox"/> EDUC 503 – EFE: Parents/Communities as School Partners	<u>0 CREDITS</u>
<b>TOTAL- 15 CREDITS</b>	
<b><i>Semester 4</i></b>	
<input type="checkbox"/> ENGL 209 – Children’s Literature	3 CREDITS
<input type="checkbox"/> MUS 100 – Introduction to World Music CREDITS	3
<input type="checkbox"/> EDUC 350 – Computers in Education CREDITS	2
<input type="checkbox"/> EDUC 504 – EFE: Technology in the Classroom CREDIT	0
<input type="checkbox"/> EDUC 355- Critical Issues in the History of Education CREDITS	3
<input type="checkbox"/> HIST 201- African American History & Culture CREDITS	3
<input type="checkbox"/> EDU 496 - Critical Writing/Reading Seminar CREDITS	0
<input type="checkbox"/> EDU 498 – Temporarily Suspended	0 CREDITS
<b>TOTAL- 14 CREDITS</b>	
<b>OVERALL TOTAL= 60</b>	
<b><i>Associate Degree Completion</i></b>	
Minimum 3.0 GPA (C Average) Required for Graduation	
<b><u>BACHELOR OF EARLY CHILDHOOD SPECIAL EDUCATION</u></b>	
<b><i>Semester 5</i></b>	
<input type="checkbox"/> EDUC 311 – Teaching Elementary Reading I CREDITS	3
<input type="checkbox"/> EDUC 505 – Field Experience Working with Individuals Learners CREDIT	0
<input type="checkbox"/> EDUC 315 – Teaching Elementary Math CREDITS	3
<input type="checkbox"/> EDUC 307– Foundations of Educational Psychology	3 CREDITS
<input type="checkbox"/> EDUC 499 NYSTCE Seminar EAS 0 CREDIT	
<input type="checkbox"/> EDUC 252- Foundations of Early Intervention CREDITS	2
<input type="checkbox"/> Liberal Arts, Science or Math Concentration Courses CREDITS	3 or 4
<b>TOTAL- 14 or 15 CREDITS</b>	
<b>Semester 6</b>	
<input type="checkbox"/> EDUC 312 – Teaching Elementary Reading II CREDITS	3
<input type="checkbox"/> EDUC 506 – Field Experience Working with Small Groups of Learners	0 CREDIT
<input type="checkbox"/> EDUC 381 – Reading Methods for Exceptional Learners CREDITS	3
<input type="checkbox"/> EDUC 253 – Assessment, Treatment & Service for Infants & Toddlers	3 CREDITS
<input type="checkbox"/> EDUC 509 – Field Experience Assessment	0 CREDIT
<input type="checkbox"/> EDUC 301 – Principles of Early Childhood Education CREDITS	2

<input type="checkbox"/> EDUC 310 – Students with Behavior Disorders CREDITS	2
<input type="checkbox"/> EDUC 495 – Content Specialty Test - Student with Disabilities Seminar CREDIT	0
<input type="checkbox"/> Liberal Arts, Science and Math Concentration CREDITS	3 or 4
TOTAL-16-17 CREDITS	
SEMESTER 7	
<input type="checkbox"/> EDUC 302 Curriculum and Instruction Early Child Special Education	2 CREDITS
<input type="checkbox"/> EDUC 507 Field Experience: Curriculum Research	0 CREDIT
<input type="checkbox"/> EDUC 481 Clinical Practice Seminar I CREDIT	1
<input type="checkbox"/> EDUC 491 Clinical Practice I CREDITS	4
<input type="checkbox"/> Liberal Arts, Science and Math Concentration CREDITS	3-4
<input type="checkbox"/> Liberal Arts, Science and Math Concentration CREDITS	3-4
TOTAL 13-15 CREDITS	
edTPA	
SEMESTER 8	
<input type="checkbox"/> EDUC 482 Clinical Practice Seminar II CREDIT	1
<input type="checkbox"/> EDUC 492 Clinical Practice II CREDITS	4
<input type="checkbox"/> EDUC 494 CST Multi-subject NYSTCE Seminar CREDIT	0
<input type="checkbox"/> Liberal Arts, Science and Math Concentration CREDITS	3-4
<input type="checkbox"/> Liberal Arts, Science and Math Concentration CREDITS	3-4
<input type="checkbox"/> Liberal Arts, Science and Math Concentration CREDITS	3-4
■ TOTAL 15-17 CREDITS	

**Table 1.1b: BA Program Sequence - CSE**

<b>CHILDHOOD SPECIAL EDUCATION</b>		
<i>AA Teacher Education – 4-Semester Course Sequence</i>		
All students should meet with their Advisor regularly to discuss their degree progress and review their academic and educational plans. This course sequence is a guide. Students should check the MEC website for the latest in degree requirements.		
<i>Developmental Coursework Completed During Intersession Prior</i>		
<i>(For Students with Developmental Education Coursework Remaining in Semester 1, Summer/Winter Course-Taking is Highly Advised)</i>		
<b><u>Semester 1</u></b>		
<input type="checkbox"/>	ENGL 112- College Composition I	3 CREDITS
<input type="checkbox"/>	MTH 136- Algebra/Trigonometry	3 CREDITS
<input type="checkbox"/>	ART 100- Introduction to World Art CREDITS	3
<input type="checkbox"/>	BIO 101- Introduction to Science of Biology	3 CREDITS
<input type="checkbox"/>	SSC 101- Culture, Society, and Social Change CREDITS	3
<input type="checkbox"/>	FS 101- Freshmen Seminar I CREDIT	1
TOTAL- 16 CREDITS		
<b><u>Semester 2</u></b>		
<input type="checkbox"/>	ENGL 150 – College Composition II CREDITS	3
<input type="checkbox"/>	BIO 211 – Biotechnology & Society CREDITS	3
<input type="checkbox"/>	PSYC 101 – Introduction to Psychology CREDITS	3
<input type="checkbox"/>	EDUC 102 – Introduction to the Learner CREDITS	2
<input type="checkbox"/>	EDUC 501 - Early Field Experience: Shadowing Professionals CREDITS	0
<input type="checkbox"/>	EDUC 152 – Introduction to Special Education CREDITS	2
<input type="checkbox"/>	EDUC 502 - EFE: Observing Learners CREDITS	0
<input type="checkbox"/>	FS 102- Freshman Seminar II CREDIT	1
TOTAL- 16 CREDITS		
<b><u>Semester 3</u></b>		
<input type="checkbox"/>	ENGL 212 – World Literature: The Evolving Canon	3 CREDITS
<input type="checkbox"/>	HIST 200 – The Growth and Development of the U.S. CREDITS	3
<input type="checkbox"/>	MTH 231- Math for Teachers <b>OR</b>	
<input type="checkbox"/>	MTH 220– College Geometry CREDITS	3
<input type="checkbox"/>	GEOG 101 – Regional Geography	3 CREDITS
<input type="checkbox"/>	EDUC 110 – Health, Fitness, & Safety for Teachers	1 CREDIT
<input type="checkbox"/>	EDUC 231 – Child Development CREDITS	3
<input type="checkbox"/>	EDUC 503 – EFE: Parents/Communities as School Partners	0 CREDITS
TOTAL- 16 CREDITS		
<b><u>Semester 4</u></b>		

<input type="checkbox"/> ENGL 209 – Children’s Literature	3 CREDITS
<input type="checkbox"/> MUS 100 – Introduction to World Music CREDITS	3
<input type="checkbox"/> EDUC 350 – Computers in Education CREDITS	2
<input type="checkbox"/> EDUC 504 – EFE: Technology in the Classroom CREDIT	0
<input type="checkbox"/> EDUC 355- Critical Issues in the History of Education CREDITS	3
<input type="checkbox"/> HIST 201- African American History & Culture CREDITS	3
<input type="checkbox"/> EDU 496 - Critical Writing/Reading Seminar CREDITS	0
<input type="checkbox"/> EDU 498 – Temporarily Suspended	0 CREDITS
TOTAL- 14 CREDITS	
<b>OVERALL TOTAL= 60</b>	
<i>Associate Degree Completion</i>	
Minimum 2.0 GPA (C Average) Required for Graduation	
<b><u>BACHELOR OF CHILDHOOD SPECIAL EDUCATION</u></b>	
<b><u>Semester 5</u></b>	
<input type="checkbox"/> EDUC 311 – Teaching Elementary Reading I CREDITS	3
<input type="checkbox"/> EDUC 505 – Working with Individuals Learners CREDIT	0
<input type="checkbox"/> EDUC 315 – Teaching Elementary Math CREDITS	3
<input type="checkbox"/> EDUC 307 – Foundations of Education CREDITS	3
<input type="checkbox"/> EDUC 203 – Introduction to Developmental Disabilities CREDITS	2
<input type="checkbox"/> EDUC 499- NYSTCE: EAS Seminar CREDIT	0
<input type="checkbox"/> Foreign Language 1 CREDITS	3
<input type="checkbox"/> Liberal Arts, Science or Math Concentration Courses CREDITS	3 or 4
TOTAL- 16 or 17 CREDITS	
<b>Semester 6</b>	
<input type="checkbox"/> EDUC 312 – Teaching Elementary Reading II CREDITS	3
<input type="checkbox"/> EDUC 506 – Working with Small Groups of Learners CREDIT	0
<input type="checkbox"/> EDUC 381 – Reading Methods for Exceptional Learners CREDITS	3
<input type="checkbox"/> EDUC 340 – Assessment in Education CREDITS	3
<input type="checkbox"/> EDUC 508 – Field Experience Assessment Education CREDIT	0
<input type="checkbox"/> EDUC 310 – Students with Behavior Disorders CREDITS	2

<input type="checkbox"/> EDUC 495 – Content Specialty Test - Student with Disabilities Seminar 0 CREDIT	
<input type="checkbox"/> EDUC 314 or EDUC 317: Teaching Soc Std or Sci CREDITS	3
<input type="checkbox"/> Liberal Arts, Science and Math Concentration CREDITS	3
TOTAL-17-18 CREDITS	
SEMESTER 7	
<input type="checkbox"/> EDUC 457 Curriculum Research & Design	2 CREDITS
<input type="checkbox"/> EDUC 507 Field Experience: Curriculum Research	0 CREDIT
<input type="checkbox"/> EDUC 481 Clinical Practice Seminar I CREDIT	1
<input type="checkbox"/> EDUC 491 Clinical Practice I CREDITS	4
<input type="checkbox"/> Liberal Arts, Science and Math Concentration CREDITS	3-4
<input type="checkbox"/> Foreign Language 2 CREDITS	3
<input type="checkbox"/> edTPA	
TOTAL 13-14 CREDITS	
SEMESTER 8	
<input type="checkbox"/> EDUC 482 Clinical Practice Seminar II CREDIT	1
<input type="checkbox"/> EDUC 494 Content Specialty Test Multi-subject 1-6 Seminar	0 CREDIT
<input type="checkbox"/> EDUC 492 Clinical Practice II CREDITS	4
<input type="checkbox"/> Liberal Arts, Science and Math Concentration CREDITS	3-4
<input type="checkbox"/> Liberal Arts, Science and Math Concentration CREDITS	3-4
Total 11-13 CREDITS	

Table 1.1c: BA Program Sequence - CE

RECOMMENDED SEQUENCE OF STUDY						
CHILDHOOD EDUCATION						
SEMESTER	COURSE			CREDITS	CUM	
<b>1</b>	ENGL	112	College Composition I	3	<b>16</b>	
	BIO	101	Introduction to the Science of Biology	3		
	<b>Or</b>					
	PHS	101	Introduction to Physical Science	3		
	ART	100	Introduction to World Art	3		
	MUS	100	Introduction to World Music	3		
	SPCH	102	Fundamentals of Speech	1		
	FS	101	Freshman Seminar I			
<b>2</b>	ENGL	150	College Composition II	3	<b>14</b>	
	MTH	136	Algebra and Trigonometry	3		
	PSYC	101	Introduction to Psychology	3		
	EDUC	102	Intro to World of the Learner	2		
	EDUC	501	Shadowing Professionals	0		
	EDUC	152	Introduction to Special Education	2		
	EDUC	502	Observation in Education	0		
	EDUC	496	NYSTCE Workshop: Critical Reading	0 1		
	FS	102	Freshman Seminar II			
<b>3</b>	ENGL	209	Intro to Children's Lit	3	<b>15</b>	
	MTH	220	College Geometry Or			
	MTH	231	Math for Elementary Education	3		
	HIST	200	Growth and Development of USA	3		
	EDUC	497	NYSTCE Workshop: Critical Writing	0 3		
	XXX		Liberal Arts Elective/Concentration	3		
	XXX		Liberal Arts			
	Elective/Concentration					
<b>4</b>	HIST	201	African American History and Culture	3 3	<b>18</b>	
	EDUC	231	Child Development	0		
	EDUC	503	Parent/Community as School Partners	3 0		
	EDUC	350	Computers in Education	0		
	EDUC	504	Technology in the Classroom	3		
	EDUC	498	NYSTCE Workshop: ALST	3		
	GEOG	204	Regional Geography	3		
	XXX		Liberal Arts Elective/Concentration			
	FL	102	Foreign Language I			
3						
<b>AA Degree – Admittance to the BA Degree Program</b>				<b>63 cr.</b>		
<b>5</b>	EDUC	311	Teaching Elementary Reading	3		
	EDUC	457	Curriculum Research and Design	2		

	EDUC 505	Working with Individual Learners	0	
	EDUC 315	Teaching Math	3	
	ENGL 212	Masterpieces of World Literature	3	
	EDUC 494	Content Specialty Test: Multi-	0	
	Subject Workshop		3	
	XXX	Liberal Arts Concentration	3	17
	XXX	Liberal Arts Concentration		
	<b>Take NYSTCE CST Multi-Subject Examination</b>			
6	EDUC 312	Teaching Reading II	3	
	EDUC 506	Working with Small Groups	0	
	Learners			
	EDUC 314	Teaching of Elementary Social		
	Studies		2	
		Or	2	
	EDUC 317	Teaching of Elementary Science	3	
	EDUC 381	Reading Methods for Exceptional	3	
	Learners 2		3	16
	EDUC 340	Assessment in Education		
	FL 102	Foreign Language II		
	XXX	Liberal Arts Concentration		
7	<b>EDUC 481</b>	<b>Clinical Practice Seminar I</b>	1	
	<b>EDUC 491</b>	<b>Clinical Practice I</b>	4	
	EDUC 307	Foundations of Educational	3	
	Psychology		0	
	EDUC 499	NYSTCE: EAS	3	
	XXX	Liberal Arts Concentration	3	
	XXX	Liberal Arts Concentration		
	<b>Take NYSTCE Educating All Students (EAS)</b>			
	<b>&amp;</b>			
	<b>Complete ed-TPA portfolio</b>			14
8	<b>EDUC 482</b>	<b>Clinical Practice Seminar II</b>	1	
	<b>EDUC 492</b>	<b>Clinical Practice II</b>	4	
	EDUC 355	Critical Issues in Education	2	
	EDUC 110	Health, Fitness & Safety for	1	
	Teachers		3	
	XXX	Liberal Arts Concentration	3	14
	XXX	Liberal Arts Concentration		
	<b>edTPA submission</b>			
				124



**Table 1.1d: Entry Level Academic Content Knowledge Coursework**

<b>Program</b>	<b>N and Mean GPAs for Candidates</b>			<b>N and Mean GPAs for Non-Candidates</b>		
<b>Concentration Areas</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Early Childhood Special Education</b>						
<b>Transition Point 1: Entry Coursework</b>				<b>Performance in General Education Courses</b>		
<b>ENGLISH</b>	N:16 Mean: 2.7 Range: 2.7-3.7	N: 11 Mean: 3.0 Range:2.9-3.6	N:11 Mean: 2.9 Range: 2.5-4.0	N: 60 Mean: 2.0 Range: 1.0-3.7	N: 70 Mean: 3.0 Range: 1.5– 4.0	N: 65 Mean: 2.5 Range: 1.0-4.0
<b>MATH</b>	N:16 Mean: 2.4 Range: 2.3-4.0	N: 11 Mean: 2.6 Range: 2.5-3.3	N:11 Mean: 3.2 Range: 2.5-4.0	N: 51 Mean: 2.4 Range:1.0-4.0	N: 39 Mean: 3.1 Range: 1.5-4.0	N: 49 Mean: 2.5 Range: 1.0-4.0
<b>SCIENCE</b>	N:16 Mean: 2.5 Range: 2.3-3.7	N:11 Mean: 3.4 Range: 3.0-4.0	N:11 Mean: 2.4 Range: 2.0-3.6	N: 956 Mean: 2.0 Range: 1.0-4.0	N: 1138 Mean: 2.5 Range: 1.0-4.0	N: 1073 Mean: 2.5 Range: 1.0-4.0
<b>Transition Point 2: Concentration Courses</b>						
<b>Transition Point 2: Concentration Courses</b>				<b>Performance in the Majors</b>		
<b>ENGLISH</b>	N:0 Mean: Range:	N: 1 Mean: 3.0 Range: 3.0-4.0	N: 1 Mean: 3.0 Range: 2.3-3.7	N: 11 Mean: 2.8 Range:2.1 – 2.9	N: 11 Mean:3.1 Range: 2.1– 3.1	N: 15 Mean: 2.8 Range: 2.1-2.9
<b>MATH</b>	N: 1 Mean: 3.5 Range: 3.0-4.0	N: 0 Mean: Range:	N: 1 Mean: 2.4 Range: 2.0-3.7	N: 3 Mean: 3.0 Range: 2.0-3.7	N: 9 Mean: 3.1 Range:2.5-3.2	N: 11 Mean: 3.2 Range: 2.5-3.5
<b>SCIENCE</b>	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 1 Mean: 3.0 Range: 2.0–4.0	N: 84 Mean: 3.1 Range: 2.0-4.0	N: 101 Mean: 3.1 Range:2.1-3.1	N: 136 Mean: 3.1 Range: 2.7-3.1
<b>SOCIAL STUDIES</b>	N: 0 Mean: Range:	N: 2 Mean: 3.0 Range: 2.0-4.0	N: 1 Mean: 3.2 Range: 3.0-4.0	N:28 Mean: 2.9 Range:2.7-3.1	N: 23 Mean: 3.0 Range: 2.1-3.0	N: 26 Mean: 2.9 Range: 2.1-3.0
<b>PSYCHOLOGY</b>	N: 3 Mean: 3.8 Range: 2.0-4.0	N: 5 Mean: 3.1 Range: 2.0-4.0	N: 3 Mean: 3.0 Range: 2.0-4.0	N: 68 Mean: 3.0 Range: 2.5-3.0	N: 92 Mean: 3.0 Range: 2.1-3.0	N: 85 Mean: 3.0 Range: 2.7-3.0
<b>Childhood Special Education (CSE)</b>						
<b>Transition Point 1: Entry Coursework</b>				<b>Performance in General Education Courses</b>		
<b>ENGLISH</b>	N: 8 Mean: 3.7 Range: 3.1-4.0	N: 4 Mean: 3.2 Range: 2.0-4.0	N: 14 Mean: 3.0 Range: 2.5-3.7	N: 60 Mean: 2.0 Range: 1.0-3.7	N: 70 Mean: 3.0 Range: 1.5– 4.0	N: 65 Mean: 2.5 Range: 1.0-4.0
<b>MATH</b>	N: 8 Mean: 3.0 Range: 2.3-4.0	N: 4 Mean: 2.8 Range: 2.5-3.3	N: 14 Mean: 2.6 Range: 2.0-4.0	N: 51 Mean: 2.4 Range:1.0-4.0	N: 39 Mean: 3.1 Range: 1.5-4.0	N: 49 Mean: 2.5 Range: 1.0-4.0
<b>SCIENCE</b>	N: 8 Mean: 3.8 Range: 2.6-4.0	N: 4 Mean: 2.9 Range: 2.5-3.3	N: 14 Mean: 2.3 Range: 2.0-3.7	N: 956 Mean: 2.0 Range: 1.0-4.0	N: 1138 Mean: 2.5 Range: 1.0-4.0	N: 1073 Mean: 2.5 Range: 1.0-4.0
<b>Transition Point 2: Concentration Courses</b>						
<b>Transition Point 2: Concentration Courses</b>				<b>Performance in the Majors</b>		
<b>ENGLISH</b>	N: 4 Mean: 3.1 Range: 2.0-4.0	N: 2 Mean: 3.4 Range:2.3-4.0	N: 1 Mean: 3.1 Range: 2.3-4.0	N: 11 Mean: 2.8 Range:2.1 – 2.9	N: 11 Mean:3.1 Range: 2.1–3.1	N: 15 Mean: 2.8 Range: 2.1-2.9

<b>MATH</b>	N: 3 Mean: 3.2 Range: 2.0-4.0	N: 4 Mean: 3.0 Range: 2.0-4.0	N: 1 Mean: 3.0 Range: 2.0-4.0	N: 3 Mean: 3.0 Range: 2.0-3.7	N: 9 Mean: 3.1 Range: 2.5-3.2	N: 11 Mean: 3.2 Range: 2.5-3.5
<b>SCIENCE</b>	N: 1 Mean: 3.0 Range: 2.7-4.0	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 84 Mean: 3.1 Range: 2.0-4.0	N: 101 Mean: 3.1 Range: 2.1-3.1	N: 136 Mean: 3.1 Range: 2.7-3.1
<b>SOCIAL STUDIES</b>	N: 4 Mean: 3.2 Range: 2.0-4.0	N: 8 Mean: 3.4 Range: 2.0-4.0	N: 3 Mean: 3.4 Range: 2.3-4.0	N: 28 Mean: 2.9 Range: 2.7-3.1	N: 23 Mean: 3.0 Range: 2.1-3.0	N: 26 Mean: 2.9 Range: 2.1-3.0
<b>Childhood Education (CE)</b>						
<b>Transition Point 1: Entry Coursework</b>				<b>Performance in General Education Courses</b>		
<b>ENGLISH</b>	N: 2 Mean: 3.4 Range: 3.3-3.6	N: 1 Mean: 3.6 Range: 3.0-3.6	N: 2 Mean: 3.1 Range: 2.6-3.7	N: 60 Mean: 2.0 Range: 1.0-3.7	N: 70 Mean: 3.0 Range: 1.5- 4.0	N: 65 Mean: 2.5 Range: 1.0-4.0
<b>MATH</b>	N: 2 Mean: 2.8 Range: 2.6-3.0	N: 1 Mean: 2.3 Range: 2.0-2.5	N: 2 Mean: 2.9 Range: 2.5-3.3	N: 51 Mean: 2.4 Range: 1.0-4.0	N: 39 Mean: 3.1 Range: 1.5-4.0	N: 49 Mean: 2.5 Range: 1.0-4.0
<b>SCIENCE</b>	N: 2 Mean: 2.8 Range: 2.7-3.0	N: 1 Mean: 3.0 Range: 3.0-3.2	N: 2 Mean: 3.0 Range: 3.0-3.5	N: 956 Mean: 2.0 Range: 1.0-4.0	N: 1138 Mean: 2.5 Range: 1.0-4.0	N: 1073 Mean: 2.5 Range: 1.0-4.0
<b>Transition Point 2: Concentration Courses</b>				<b>Performance in the Majors</b>		
<b>ENGLISH</b>	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 11 Mean: 2.8 Range: 2.1 – 2.9	N: 11 Mean: 3.1 Range: 2.1-3.1	N: 15 Mean: 2.8 Range: 2.1-2.9
<b>MATH</b>	N: 0 Mean: Range:	N: 1 Mean: 3.2 Range: 2.0-4.0	N: 0 Mean: Range:	N: 3 Mean: 3.0 Range: 2.0-3.7	N: 9 Mean: 3.1 Range: 2.5-3.2	N: 11 Mean: 3.2 Range: 2.5-3.5
<b>SCIENCE</b>	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 84 Mean: 3.1 Range: 2.0-4.0	N: 101 Mean: 3.1 Range: 2.1-3.1	N: 136 Mean: 3.1 Range: 2.7-3.1
<b>SOCIAL STUDIES</b>	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 28 Mean: 2.9 Range: 2.7-3.1	N: 23 Mean: 3.0 Range: 2.1-3.0	N: 26 Mean: 2.9 Range: 2.1-3.0

Table 1.1e: Concentration Requirements by Subject Area. – English



School of Education, ENGLISH Concentration Worksheet: English Concentration Mentor: Dr. Salika Lawrence

Course Number	Course Title	Credits	Semester Taken	Grade	Course Substitute(s)	Pre-Requisite	Co-Requisite
<b>Candidates must have taken the following courses for their AA Degree:</b>							
ENGL 209	Introduction to Children’s Lit	3				ENGL 150	
ENGL 212	World Lit: The Evolving Canon	3				ENGL 150	
<b>Candidates must take all of the following courses:</b>							
ENGL 210	Intermediate Comp	3				ENGL 150	
ENGL 208	Applied Linguistics	3				ENGL 150	
ENGL 365	Introduction to Applied Theory	3				ENGL 209 (ENGL 211)	
ENGL 315/316	British Literature I or II	3				ENGL 209 (ENGL 211)	
ENGL 322/323	American Literature I or II	3				ENGL 209 (ENGL 211)	
ENGL 319/320	African American Literature I or II	3				ENGL 209 (ENGL 211)	
ENGL 325/327	Caribbean Literature I or II	3				ENGL 209 (ENGL 211)	
<b>Candidates must choose one(1) additional course from the following:</b>							
ENGL 319	African American Literature I	3				ENGL 209 (ENGL 211)	
ENGL 320	African American Literature II	3				ENGL 209 (ENGL 211)	
ENGL 315	British Literature I	3				ENGL 209 (ENGL 211)	
ENGL 316	British Literature II	3				ENGL 209 (ENGL 211)	
ENGL 322	American Literature I	3				ENGL 209 (ENGL 211)	
ENGL 323	American Literature I	3				ENGL 209 (ENGL 211)	
ENGL 325	Caribbean Literature I	3				ENGL 209 (ENGL 211)	
ENGL 326	African Literature	3				ENGL 209 (ENGL 211)	
ENGL 327	Caribbean Literature II	3				ENGL 209 (ENGL 211)	
ENGL 328	Latin American Literature	3				ENGL 209 (ENGL 211)	
ENGL 330	Post Colonial Literature	3				ENGL 209 (ENGL 211)	
ENGL 332	Modernist Literature	3				ENGL 209 (ENGL 211)	
ENGL 360	Black Women Writers	3				ENGL 209 (ENGL 211)	
ENGL 361	Shakespeare	3				ENGL 209 (ENGL 211)	

ENGL 370	Black & Asian British Literature	3				ENGL 209 (ENGL 211)	
----------	----------------------------------	---	--	--	--	---------------------	--

Table 1.1f: Concentration Requirements by Subject Area. – Mathematics



School of Education, MATHEMATICS Concentration Worksheet, Mathematics Concentration Mentor: Dr. Rupam Saran

Course Number	Course Title	Credits	Semester Taken	Grade	Course Substitute(s)	Pre-Requisite	Co-Requisite
<b>Candidates must have taken the following courses for their AA Degree:</b>							
MTH 138	College Algebra & Trigonometry	3				CUNY Entrance Exams	
MTH 231 OR 220	Mathematics for Elementary Teachers OR College Geometry	3				CUNY Entrance Exams	
<b>Candidates must take all of the following courses:</b>							
MTH 151	Pre-Calculus	4				MTH 138	
MTH 202	Calculus I	4				MTH 151 with grade of C or better	
MTH 203	Calculus II	4				MTH 202 with grade of C or better	
<b>Candidates must select 3 - 4 of the following course for a total 12 credits:</b>							
MTH 204	Calculus III	4				MTH 203 with grade of C or better	
MTH 205	Elementary Differential Equations	3				MTH 204 with grade of C or better	
MTH 206	Introduction to Proof	4				MTH 202 (Calculus I)	
MTH 207	Elementary Linear Algebra	3				MTH 202	
MTH 209	Elementary Statistics	4				MTH 138	
MTH 308	Abstract Algebra	3				MTH 206 (Introduction to Proof)	
MTH 330	History of Mathematics	3				MTH 203 (Calculus II)	

Table 1.1g: Concentration Requirements by Subject Area. – Science



School of Education, SCIENCE Concentration Worksheet, Science Concentration Mentor: Dr. Rupam Saran

Course Number	Course Title	Credits	Semester Taken	Grade	Course Substitute(s)	Pre-Requisite	Co-Requisite
<b>Candidates must have taken the following courses for their AA Degree:</b>							
BIO 101	Introduction to Biology	3				CUNY Entrance Exams	
PHS 101	Introduction to Physical Science	3				CUNY Entrance Exams	
<b>Candidates must take all of the following courses:</b>							
BIO 201	General Biology I	4				BIO 101 or BIO 111	BIOL 201; CHM 112
BIO 202	General Biology II	4				BIO 201, CHM 112, MTH 138	BIOL 202
CHM 112	Basic Chemistry	3				MTH 138	
CHM 201	General Chemistry I	4				CHM 112, MTH 151	
CHM 202	General Chemistry II	4				CHM 201 (MTH 202 or approval from Department Chairperson)	
<b>Candidates must choose one (1) of the following options and take two courses in either Option 1 or 2:</b>							
<b>Option 1</b>							
BIO 302	Genetics	4				BIO 202, CHM 201 & MTH 138	BIOL 302
BIO 340	Plant Science/Botany	4				BIO 202, CHM 202	
BIO 373	Invertebrate Zoology	4				BIO 202	
BIO 375	Chordate Morphology	4				BIO 202 and CHM 202	BIOL 375
BIO 376	Chordate Development	4				BIO 202 and CHM 202	
BIO 403	Microbiology	4				BIO 202, CHM 202 and a 300 level Biology course with a lab	BIOL 403
BIO 461	Molecular Biology	4				BIO 201, BIO 202, BIO 302, CHM 303 and MTH 201 substitute approved by Dept. Chairperson	BIOL 461
BIO 462	Microbial Physiology	4				BIO 403, CHM 304 and a 300 level Biology course with a lab	
BIO 481	Human Physiology					BIO 202, 300level Biology course with lab and CHM 303	
BIO 491	Cell Biology	3				A 300 level Biology course with lab	CHM 303
<b>Option 2</b>							
BIO 370	Principles of Environmental Science	3				BIO 202 or BIO 252 and CHM 201 or CHM 202	
ENVS 203	Environmental Law	3				Completion of Math and Language Basic Skills	
ENVS 200	Environmental Health Issues	3				Completion of Math and Language Basic Skills	
ENVS 301	Air, Water Pollution	3				ENVS 200 and CHM 201	
ENVS 313	Waste Management	3				ENVS 200 and CHM 201	
ENVS 400	Natural Resource and Conversation	3				ENVS 200 and ENVS 203	
ENVS 405	Pollution Control and Prevention	3				ENVS 200 or ENVS 313	

Table 1.1h: Concentration Requirements by Subject Area. – Social Studies



**School of Education, Social Studies Concentration Worksheet, Social Science Concentration Mentor: Dr. Rosalina Diaz**

Course Number	Course Title	Credits	Semester Taken	Grade	Course Substitute(s)	Pre-Requisite	Co-Requisite
Candidates must have taken the following courses for their AA Degree:							
HIST 200	Growth & Development of the USA	3				ENGL 150	
HIST 201	African American History & Culture	3			HIST 101	ENGL 150	
Candidates must take all of the following courses:							
SSC 101	Culture, Society and Social Change	3				Completion of all language Basic Skills	
POL 101	Introduction to Political Science	3				Completion of all language Basic Skills	
SSC 303	Statistics for the Social Science	3				ENGL 150, MTH 136	
SSC 304	Social Science Research Methods	3				SSC 303	
Candidates must choose three (3) course from the following:							
HIST 230	Africa 1800	3				ENGL 112	
HIST 231	Africa Since 1800	3				ENGL 150	
HIST 242	History of the Caribbean	3				ENGL 150	
HIST 250	Medieval Europe	3				ENGL 150	
HIST 251	Modern Europe	3				ENGL 150	
HIST 260	The City of History	3				ENGL 150	
HIST 333	The Black Civil Rights Movement	3				ENGL 150, HIST 200 or HIST 201	
HIST 340	Political & Social Movements in Africa	3				ENGL 150, HIST 200	
HIST 410	Comparative History of Slavery in America	3				ENGL 150, HIST 200	
Candidates must select 1 of the following:							
POL 216	State and Local Government	3				POL 200	
POL 300	American Presidency	3				POL 200, ENGL 150	
POL 336	Constitutional Law	3				POL 200, ENGL 150	

Table 1.1i: Concentration Requirements by Subject Area. – Psychology (ECSE only)



**PSYCHOLOGY Concentration Worksheet, School of Education, Psychology Concentration Mentor: Dr. Donna Akilah Wright**

Course Number	Course Title	Credits	Semester Taken	Grade	Course Substitute(s)	Pre-Requisite	Co-Requisite
<b>Candidates must have taken the following courses for their AA Degree:</b>							
PSYC 101	Introduction to Psychology	3					
<b>Candidates must take all of the following courses:</b>							
PSYC 213	Social Psychology	3				PSYC 101	
PSYC 215	Theories of Personality	3				PSYC 101	
PSYC 316	Psychological Statistics	3			PSYC 290 (If taken, SSC 303 is not a pre requisite)	PSYC 101, MTH 136 and SSC 303	
PSYC 366	Experimental Psychology	4				SSC 304 and PSYC 316 (If PSYC 290 was taken, SSC 304 is not a pre-requisite)	
<b>Candidates must select 4 psychology electives chosen from among the specialty areas. 400 level courses should be included.</b>							
PSYC 224	Brain and Behavior	3				PSYC 101, ENGL 150 or by Permission of Chair	
PSYC 310	Human Development: Adolescence	3				PSYC 209, ENGL 150	
PSYC 311	Human Development: Adulthood Aging	3				PSYC 209, ENGL 150	
PSYC 305	Theories of Learning	3				PSYC 101, one other PSYC course & ENGL 150	
PSYC 306	Introduction to Cognitive Psychology	3				PSYC 101, CL 101	
PSYC 321	Sensation and Perception	3				PSYC 101, CL 101	
PSYC 301	Abnormal Psychology	3				PSYC 215, ENGL 150	
PSYC 320	Psychology of Intervention	3				PSYC 215	

PSYC 404	Psychology of Motivation	3				PSYC 101 and two other PSYC courses	
PSYC 405	Techniques of Psycho-Therapy and Counseling	3				PSYC 301 or PSYC 320	
PSYC 406	Psychological Tests and Measurements	3				PSYC 101 and two other PSYC courses	
PSCY 420	Diagnosis, Assessment and Evaluation	3				PSYC 301 or PSYC 320	
PSCY 421	Sport Psychology	3				PSYC 101 and one course from among PSYC 213, 215, 219, 224, 306 Permission of Chairperson	

**Table 1.1j: Descriptions of Clinical Practice**

### **CLINICAL EXPERIENCES**

As candidates progress from early field to clinical practice, they begin to embrace and articulate the standards of their professional areas so that they can enact the Unit's motto to "Educate to Liberate." The Clinical Practice experience is extensive and intensive and ensures that candidates have a range of diverse experiences where they can demonstrate the knowledge, skills and dispositions requisite for the specialty field.

#### **Clinical Practice: 1 Year (2 semesters)**

Candidates pursuing initial certification through the **dual-certificate** BA degree program in Childhood Special Education **complete a minimum of 300 hours of clinical practice over one year (two semesters)**. Clinical practice ensures that **candidates have opportunities to practice skills interacting with diverse and experienced teachers and administrators, to have practical experiences in diverse school settings, particularly in high need schools, and to work with students from culturally and linguistically diverse backgrounds, students of diverse socio-economic levels, and students with exceptionalities**. The breadth of the clinical practice experiences engages candidates in educating to liberate in multiple and varied settings with diverse populations of students and adults. The **year-long** Clinical Practice experience is divided between **two semesters**: (1) Fall Semester - **Grade 1, 2, 3 or multi-grade (14 weeks); minimum of 150 hours in a special education self-contained setting** and (2) Spring Semester -**Grade 4, 5, or 6 or multi-grade (14 weeks); minimum of 150 hours in either a full inclusion setting or a cooperative team teaching (CTT) setting**. Students in the self-contained settings include students classified with severe to profound levels of intellectual disabilities, speech/language disorders, autism, traumatic brain injury, cerebral palsy, and other severe and multiple disabilities whereas students in the inclusive and CTT settings include students with and without mild to moderate forms of sensory, intellectual, physical and emotional/behavioral disorders. Students with disabilities in these settings sometimes include students at age-related multi-grade levels, based on the promotion criteria set for schools. The selection of settings ensures that candidates' clinical experiences include **multiple settings** to demonstrate their specialty preparation and meets the requirements for dual-certification.

#### **Placement Decisions**

To ensure that candidates gain the full experience of working with diverse students with a range of disabilities/exceptionalities, the **Unit's special education clinical faculty and Field and Clinical Coordinator work collaboratively with partner school personnel to select experienced Cooperating Teachers who are licensed and practicing in the field to secure placements for childhood special education candidates**. **Site visits to schools and classrooms by clinical college faculty** are carried out to verify suitability of placements. **Conferences to discuss and review program expectations and assessment rubrics are held between cooperating teachers and clinical college faculty prior to candidate placements** to ensure that cooperating teachers understand their roles and responsibilities as facilitators and mentors for candidates and to establish a committed partnership in giving candidates the best classroom experiences.

#### **Clinical Practice Evaluations**

Evaluation of candidate performance during clinical practice experiences are conducted by both Cooperating Teachers and Clinical College Faculty using a Rubric that incorporates conceptualization, lesson planning, implementation, use of technology, student assessment and candidate dispositions. Each candidate is formally observed and evaluated during the teaching of four subject area lessons each semester, one of which is a videotaped lesson. Therefore, over the two semesters of clinical practice, childhood special education candidates are formally observed 8 times (2 videotaped). After each lesson, the candidate is engaged in a post-observation conference with both clinical faculty and cooperating teacher to receive feedback on the implementation of the lesson, including feedback on his/her dispositions during the observation. Candidates are required to articulate this feedback in reflective essays which demonstrate their understanding of the feedback as well as their openness to use suggestions to improve their future practices.

At the end of each semester of Clinical Practice, candidates are required to submit completed packets for all observed lessons. Clinical Practice packets include *School/Classroom Portrait*, *Completed Evaluation Forms* from Cooperating Teacher/s and Clinical Faculty, *Conceptualizing Essay* for each lesson, *Lesson Plan*, *3 Exemplars of Student Work*, *Class Performance Outcomes Chart*, and *Reflective Essays*.

**Table 1.1k: Early Field Experiences**

## **EARLY FIELD EXPERIENCES**

New York State requires that each candidate completes 100 hours of early field experience, 50% of which is special education content-specific, prior to clinical practice, and at least 300 hours of clinical practice, half of which must be completed in an inclusive setting and half in a special education self-contained setting with particular emphasis on two grade levels: lower grades (1-3) and upper grades (4-6).

The program's early field experience requirement is a **progressive model that begins with observations of learning professionals and environments, then immerses candidates into supervised practice with individuals, followed by practice with small groups of learners before activities with a whole class of students are pursued in Clinical Practice. Field experiences are specifically designed and attached to courses that relate theory to practice to contextualize the learning experiences for candidates.**

**All early field experiences are supervised by full-time clinical faculty to ensure adherence to the Unit's Conceptual Framework and program-specific guidelines.** The required hours for each of the field experiences were decided based on the level of the experience (**pre-professional/ professional**) and the breadth and depth of the experience itself. The total number of field hours required in the program is **100 hours** and are distributed as shown in each experience listed below.

The **Unit's Early Field and Clinical Practice Coordinator negotiates and schedules the placements with our partner school personnel for early field experiences. Partner school personnel work collaboratively with the Unit to select and provide appropriate placement options to meet our field requirements. Partner school personnel are actively involved in our field experiences as they lead the orientation and debriefing sessions for all field experiences.**

### **Sequence of Early Field Experiences**

#### ***Pre-Professional Level***

**1. EDUC 501- Shadowing Professionals /Co-Requisite EDUC 102 – Introduction to the World of the Learner:** This is the first supervised field experience requirement for all of our Teacher Education majors. This experience is linked to the Unit's first credit-bearing course, *EDUC 102 – Introduction to the World of the Learner*, in the Education program sequence. It requires **6 hours** in one of our partner schools where **candidates participate in structured observations of teachers as they plan and deliver instruction, interact with students and engage in the school community.** The demographics of partner schools for this experience include **urban general education and inclusive settings that cater to students from diverse ethnic and socioeconomic backgrounds that represent the diaspora of Central Brooklyn.** Partner school faculty and the Unit's clinical faculty collaboratively assume the responsibility of orienting candidates to the experience and guiding small groups of 4-5 candidates at a time through this experience. **This structure provides candidates with an understanding of the roles and responsibilities of teachers in various settings within the school community.** A post-observation debriefing session allows each **candidate to reflect on and share his/her experience and provides opportunities for candidates to pose questions to partner school personnel. A reflective essay by each candidate captures the essence of the experience in shadowing professional teachers in the field.**

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

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

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

#### ***Professional Level***

**5. EDUC 505-Working with Individual Learners/Co-requisites EDUC 311 –Teaching of Reading Methods I and 315 – Teaching Elementary Mathematics:** As candidates progress towards the professional level field experiences, more extensive application of their knowledge and skills are required, particularly as it impacts critical academic learning outcomes for students. Candidates work with individual students for a total of **20 hours** and engage in experiences and reflective practice on teaching and assessing learning in content areas in diverse and inclusive P-6 classroom settings. Using the knowledge and skills garnered from the co-requisite methods courses: *EDUC 311 – Teaching of Reading Methods I* and *EDUC 315 – Teaching Elementary Mathematics*, candidates are supervised by **subject area unit faculty** to provide **individualized instructional support in one-to-one situations** with students in P-6 inclusive classrooms, who are identified by their teachers as requiring interventions. Candidates spend **10 hours** executing an **English Language Arts Miscue Analysis**, and **10 hours** executing **mathematics interventions**.

**6. EDUC 506-Working with Small Groups of Learners/Co-requisites EDUC 312 – Teaching of Reading Methods II; 314 – Teaching Elementary Social Studies; 317- Teaching Elementary Science; EDUC 381 – Methods & Materials for Learners with Reading Difficulties:** To demonstrate extended knowledge and skills acquired during the second semester of Teaching Methods, field work **in the co-requisite courses** (*EDUC 312 – Teaching of Reading Methods II; 314 – Teaching Elementary Social Studies; 317- Teaching Elementary Science; EDUC 381 – Methods & Materials for Learners with Reading Difficulties*) allows candidates to develop and implement standards-focused lessons and learning activities for small groups of students in diverse P-6 classroom settings with added emphasis on program-specific requirements. The **20 hours** of supervised practice includes **7 hours** focused on **guided reading; 7 hours of reading interventions for learners with reading difficulties** and **6 hours** focused on **either science or social studies content**.

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

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

**EDUC 509: Assessing Young Children with Special Needs**

This field experience provides candidates with an understanding of assessment practices in specialized and inclusive settings and opportunities to develop assessment-related skills with young children with special needs. Candidates spend **12 hours** in the field, **supervised by the Unit faculty** teaching the co-requisite course: *EDUC 253 –Assessment, Treatment, and Services for Infants, Toddlers, & Children with Developmental Disabilities* familiarizing themselves with the various forms of assessments used for young children at risk for developmental delays and young children with disabilities. Furthermore, **they engage in observing to learn about selection of appropriate assessment tools and the procedures used in administering them, completing observation checklists and anecdotal notes, conducting interviews with teachers to learn how IFSP goals are implemented and progress monitored in these early childhood settings, and writing a reflective paper about these experiences**.

Table 1.1ki: Candidate Performances on Early Field Experiences Aligned to INTASC Standards

Early Field Experiences Alignment to INTASC Standards

Field Experience Activities	EPP Measures INTASC Alignments	PASS Captures 60% ≥ of the overall experience	REPEAT/ FAIL Captures <60% of the overall experience in reports, or does not complete the tasks
<p><b>PRE-PROFESSIONAL SEQUENCE FOR EARLY FIELD EXPERIENCES</b></p> <p><i>Shadowing, Observing, and Engaging the Learning Community</i></p>			
<p><b>EDUC 501: Shadowing Professionals</b> <i>The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.</i></p> <p><b>EPP Standards</b> <b>1. Knowledge</b> 1.9 Understands the ethical and moral dimensions associated with teaching and learning <b>5. Professionalism</b> 5.2 Transmits ideas and concepts clearly in oral and written forms</p>	<p><b>Reflective Essay</b> on participation in structured observations of teachers as they plan and deliver instruction; Engagement in the school community; attention to instructional strategies used and interactions with students and families; attention to demographics of schools and classrooms; school personnel demonstration of appropriate attire, language and ethical behaviors; notation of emergency procedures, school discipline policies, classroom rules and established routines. <i>(INTASC 3 – Learning Environments; Diversity Theme)</i></p>	<p><b>2015:</b> N=133 96%</p> <p><b>2016:</b> N=126 90%</p> <p><b>2017:</b> N=121 98%</p>	<p><b>2015:</b> N=133 4%</p> <p><b>2016:</b> N=126 10%</p> <p><b>2017:</b> N=121 2%</p>
<p><b>EDUC 502: Observation in Education</b> <i>The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i></p> <p><b>EPP Standards</b> <b>1. Knowledge</b> 1.10 Understands exceptionalities and the impact these conditions have on the development and performance of children <b>2. Personal and Global Consciousness</b> 2.1 Examine their beliefs, values, and perspectives and contextualize these within a larger cultural context <b>6. Effective Communication</b> 6.1 Uses and applies Standard Written English where appropriate <b>7. Collaboration</b></p>	<p><b>Disability Awareness Project Mock Conference/Poster Presentation</b> reflecting observations of students in specialized and inclusive P-6 settings: contextualization of understanding of how children learn and develop, practice in identifying varying patterns of learning and development, observing special education and the nature and needs of diverse children with exceptional learning needs, including children with other cultural and linguistic differences. <i>(INTASC 2 – Learning Differences; Diversity Theme)</i></p>	<p><b>2015:</b> N=117 94%</p> <p><b>2016:</b> N=100 81%</p> <p><b>2017:</b> N=98 95%</p>	<p><b>2015:</b> N=117 6%</p> <p><b>2016:</b> N=100 19%</p> <p><b>2017:</b> N=98 5%</p>

<p>7.5 Works effectively with parents, cooperating teachers, peers, administrators, and members of the larger community by collaborating and cooperating in equitable relationships with others</p>			
<p><b>EDUC 503: Parents &amp; Communities as School Partners</b> <i>The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i></p> <p><b>EPP Standards</b> <b>4. Creativity</b> 4.1 Demonstrates imagination and innovation in their college assignments and requirements. 4.2 Conceptualizes and implements innovative curriculum and strategies of teaching and learning 4.3 Develops lessons and learning materials that utilize their imaginative capacities. 4.4 Creates innovations in teaching and learning. 4.5 Views technology as a path to creative and effective ways of teaching and learning <b>5. Professionalism</b> 5.5 Uses technology and other media to enhance life-long learning</p>	<p>Reflective Essay on observations and interactions with parent coordinators, parents, teachers and students at parent teacher conferences and other schoolwide activities, making connections to developmental theories with regard to understanding diverse cultures and communities and students' individual differences, social interactions and collaborative learning environments, among others. <i>(INTASC 1 – Learner Development; Diversity Theme)</i></p>	<p><b>2015:</b> N=84 98%</p> <p><b>2016:</b> N=76 100%</p> <p><b>2017:</b> N=90 97%</p>	<p><b>2015:</b> N=84 2%</p> <p><b>2016:</b> N=76 0%</p> <p><b>2017:</b> N=90 3%</p>
<p><b>EDUC 504: Using Technology to Develop and Implement Webquests</b> <i>The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession</i></p>	<p>Webquests: Working collaboratively with faculty and teachers to design and integrate technology, including assistive technology to support student learning. The Webquest is demonstrated with small groups of learners, teachers and families in inclusive settings. Candidates evaluate the effects of the project on instructional classroom practices. <i>(INTASC 10 – Leadership and Collaboration; CAEP Technology Theme)</i></p>	<p><b>2015:</b> N=44 100%</p> <p><b>2016:</b> N=25 84%</p> <p><b>2017:</b> N=79 94%</p>	<p><b>2015:</b> N=44 0%</p> <p><b>2016:</b> N=25 16%</p> <p><b>2017:</b> N=79 6%</p>

**PROFESSIONAL SEQUENCE FOR EARLY FIELD EXPERIENCES**

*Supervised Application of Knowledge and Demonstration of Developing Teaching and Intervention Skills*

<p><b>EDUC 505:</b>  <b>Working with Individual Learners</b>  <i>The candidate understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches</i></p> <p><b>EPP Standards</b>  <b>1. Knowledge</b>  1.1 Understands liberal arts and sciences content (the what of various disciplines), concepts (the generalizations about content), and the modes and methods of inquiry (the how of various disciplines).  1.2 Demonstrates in-depth understanding of the relevant and significant ideas across disciplines.  1.3 Connects content across disciplines.  1.4 Makes connections between disciplinary content and the New York State Standards for Learning.  1.5 Demonstrates understanding of how best to teach what they know about disciplinary content, curriculum, practices and strategies for learning, and how to apply appropriate assessment devices.  1.6 Creates and selects teaching methods, activities and materials that are aligned with the New York Standards for Learning.  1.7 Understands technology as a potential tool for teaching and learning  1.8 Designs and implements research by raising their own questions and using appropriate resources and methodologies to answer those questions.  1.9 Understands child development, characteristics, and needs</p> <p><b>3. Analytical Ability</b>  3.1 Effectively and comprehensively deconstructs texts (visual, auditory, and/or written) to uncover hidden meanings; to discern points of view that shape texts, and to make connections between the texts, their personal experiences, and other related texts.  3.2 Constructs and articulates new ways of looking at and responding to accepted ideas and paradigms.  3.3 Participates in a continuous and recursive cycle of learning that begins in immersion continues with retrospection, revision and modification.</p>	<p>Teaching Methods – Teaching of Reading and Teaching of Mathematics:  Candidates use their knowledge of Reading and Mathematics to provide individualized instructional support in one-to-one situations with students in P-6 inclusive classrooms, who are identified by their teachers as requiring subject area interventions. Candidates spend 10 hours executing an English Language Arts Miscue Analysis, and 10 hours executing mathematics interventions.</p> <p><i>(INTASC 4 – Content Knowledge: 4j-4n)</i></p> <p><i>(INTASC 4 – Content Knowledge: 4a-4h)</i></p> <p><i>(INTASC 4 - Content Knowledge: 4o – 4r)</i></p>	<p><b>2015:</b>  N=10  80%</p> <p><b>2016:</b>  N=22  100%</p> <p><b>2017:</b>  N=18  89%</p>	<p><b>2015:</b>  N=10  20%</p> <p><b>2016:</b>  N=22  0%</p> <p><b>2017:</b>  N=18  11%</p>
---	---	---	---

<p>3.4 Uses technology as a problem-solving tool to gather, organize and analyze information</p> <p><b>6. Effective Communication</b></p> <p>6.1 Uses and applies Standard Written English where appropriate.</p> <p>6.2 Uses “dominant” oral language where appropriate.</p> <p>6.3 Applies code switching from standardized or dominant forms to other forms of English when appropriate.</p> <p>6.4 Reads and writes a variety of texts in various disciplines and in a variety of registers for multiple purposes.</p> <p>6.5 Uses technology as an efficient and innovative means of communication.</p> <p>6.6 Applies basic mathematical concepts to everyday situations.</p>			
<p><b>EDUC 506: Working with Small Groups of Learners</b></p> <p><i>The candidate connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues.</i></p> <p><i>The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</i></p> <p><b>EPP Standards</b></p> <p><b>1. Knowledge</b></p> <p>1.1 Understands liberal arts and sciences content (the what of various disciplines), concepts (the generalizations about content), and the modes and methods of inquiry (the how of various disciplines).</p> <p>1.2 Demonstrates in-depth understanding of the relevant and significant ideas across disciplines.</p> <p>1.3 Connects content across disciplines.</p> <p>1.4 Makes connections between disciplinary content and the New York State Standards for Learning.</p> <p>1.5 Demonstrates understanding of how best to teach what they know about disciplinary content, curriculum, practices and strategies for learning, and how to apply appropriate assessment devices.</p> <p>1.6 Creates and selects teaching methods, activities and materials that are aligned with the New York Standards for Learning.</p>	<p><b>Teaching Methods:</b> Candidates demonstrate extended knowledge and skills acquired during the second semester of Teaching Methods field work in the co-requisite courses (EDUC 312 – Teaching of Reading Methods II; 314 – Teaching Elementary Social Studies; 317- Teaching Elementary Science; EDUC 381 – Methods &amp; Materials for Learners with Reading Difficulties).</p> <p><b>(INTASC 5 – Application of Content: 5i – 5p)</b></p> <p><b>(INTASC 8 – Instructional Strategies: 8j – 8o)</b></p> <p>This practical experience allows candidates to develop and implement standards-focused lessons and learning activities for small groups of students in diverse P-6 classroom settings with added emphasis on program-specific requirements. The 20 hours of supervised practice includes 7 hours focused on guided reading; 7 hours of reading interventions for learners with</p>	<p><b>2015:</b> N=14 100%</p> <p><b>2016:</b> N=8 100%</p> <p><b>2017:</b> N=19 100%</p>	<p><b>2015:</b> N=14 0%</p> <p><b>2016:</b> N=8 0%</p> <p><b>2017:</b> N=19 0%</p>

<p>1.9 Understands child development, characteristics, and needs 1.10 Understands exceptionalities and the impact these conditions have on the development and performance of children</p> <p><i>The candidate engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues</i></p> <p><b>EPP Standards</b> <b>3. Analytical Ability</b> 3.1 Effectively and comprehensively deconstructs texts (visual, auditory, and/or written) to uncover hidden meanings; to discern points of view that shape texts, and to make connections between the texts, their personal experiences, and other related texts. 3.2 Constructs and articulates new ways of looking at and responding to accepted ideas and paradigms. 3.3 Participates in a continuous and recursive cycle of learning that begins in immersion continues with retrospection, revision and modification.</p> <p><b>6. Effective Communication</b> 6.1 Uses and applies Standard Written English where appropriate. 6.2 Uses “dominant” oral language where appropriate. 6.3 Applies code switching from standardized or dominant forms to other forms of English when appropriate. 6.4 Reads and writes a variety of texts in various disciplines and in a variety of registers for multiple purposes.</p>	<p>reading difficulties, and 6 hours focused on either science or social studies content.</p> <p><i>(INTASC 5 – Application of Content: 5a - 5h; 5q – 5s) (INTASC 8 – Instructional Strategies: 8a – 8i)</i></p>		
<p><b>EDUC 507: Curriculum Research &amp; Design (CE/CSE)</b> <b>Curriculum &amp; Instruction in Early Childhood Education (ECSE)</b> <i>The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners ad the community context</i></p> <p><i>The candidate selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross disciplinary skills</i></p>	<p><b>Curriculum Research &amp; Design</b> At this point in candidates’ preparation, they can now engage in researching and developing their own curriculum units. In this field experience, candidates spend <b>18 hours collecting data on current curriculum practices</b>, which include <b>yearlong calendar curriculum mapping, gathering State and City curriculum materials and Learning Standards across subject areas as resources to develop their own curriculum units</b>. These curriculum units are <b>program-specific</b> and represent <b>academic subject areas</b>. To accomplish this task, candidates meet with Grade Level Curriculum</p>	<p><b>2015:</b> <b>CSE; ECSE</b> N=15; N=4 100%; 100%</p> <p><b>2016:</b> N=7; N= 9 100%; 100%</p> <p><b>2017:</b> N=23; N=6</p>	<p><b>2015:</b> <b>CSE; ECSE</b> N=15; N=4 0%; 0%</p> <p><b>2016:</b> N=7; N=9 0%; 0%</p> <p><b>2017:</b> N=23; N=6</p>

<p><b>EPP Standards</b></p> <p><b>1. Knowledge</b></p> <p>1.1 Understands liberal arts and sciences content (the what of various disciplines), concepts (the generalizations about content), and the modes and methods of inquiry (the how of various disciplines).</p> <p>1.2 Demonstrates in-depth understanding of the relevant and significant ideas across disciplines.</p> <p>1.3 Connects content across disciplines.</p> <p>1.4 Makes connections between disciplinary content and the New York State Standards for Learning.</p> <p>1.5 Demonstrates understanding of how best to teach what they know about disciplinary content, curriculum, practices and strategies for learning, and how to apply appropriate assessment devices.</p> <p>1.6 Creates and selects teaching methods, activities and materials that are aligned with the New York Standards for Learning.</p> <p>1.7 Understands technology as a potential tool for teaching and learning</p> <p>1.8 Designs and implements research by raising their own questions and using appropriate resources and methodologies to answer those questions.</p> <p>1.9 Understands child development, characteristics, and needs</p> <p><i>The candidate plans instruction by collaborating with colleagues, specialists, community resources, to meet students' learning needs</i></p> <p><b>3. Analytical Ability</b></p> <p>3.1 Effectively and comprehensively deconstructs texts (visual, auditory, and/or written) to uncover hidden meanings; to discern points of view that shape texts, and to make connections between the texts, their personal experiences, and other related texts.</p> <p>3.2 Constructs and articulates new ways of looking at and responding to accepted ideas and paradigms.</p> <p>3.3 Participates in a continuous and recursive cycle of learning that begins in immersion continues with retrospection, revision and modification.</p> <p>3.4 Uses technology as a problem-solving tool to gather, organize and analyze information</p> <p><b>6. Effective Communication</b></p>	<p>Planning Teams in partner schools to observe and learn how to develop curriculum units in a collaborative setting.</p> <p><i>(INTASC 7 – Planning for Instruction: 7g – 7m)</i></p> <p><i>(INTASC 7 – Planning for Instruction: 7a – 7f; 7n -7q)</i></p>	<p>100%; 100%</p>	<p>0%; 0%</p>
---	---	-------------------	---------------

<p>6.1 Uses and applies Standard Written English where appropriate.</p> <p>6.2 Uses “dominant” oral language where appropriate.</p> <p>6.3 Applies code switching from standardized or dominant forms to other forms of English when appropriate.</p> <p>6.4 Reads and writes a variety of texts in various disciplines and in a variety of registers for multiple purposes.</p> <p>6.5 Uses technology as an efficient and innovative means of communication.</p>			
<p><b>EDUC 508 Assessment in Education (CSE/CE)</b>  <i>The candidate uses, designs, or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.</i></p> <p><i>The candidate implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning.</i></p> <p><b>EPP Standards</b>  <b>1. Knowledge</b>  1.1 Understands liberal arts and sciences content (the what of various disciplines), concepts (the generalizations about content), and the modes and methods of inquiry (the how of various disciplines).  1.5 Demonstrates understanding of how best to teach what they know about disciplinary content, curriculum, practices and strategies for learning, and how to apply appropriate assessment devices.  1.9 Understands child development, characteristics, and needs  1.10 Understands exceptionalities and the impact these conditions have on the development and performance of children</p> <p><i>The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner</i></p>	<p>Assessment in Education (CE/CSE)  This final early field experience provides candidates with an understanding of assessment practices in educational settings and opportunities to develop assessment-related skills. Candidates spend 12 hours in the field, supervised by the Unit faculty teaching the co-requisite course: EDUC 340 – Assessment in Education, familiarizing themselves with the various forms of assessments used in elementary general and special education settings. Furthermore, they engage in critiquing, developing and using assessment instruments for a variety of diagnostic and progress monitoring purposes, particularly as it relates to students with exceptional learning needs.  <b>(INTASC 6 – Assessment: 6a– 6p)</b></p> <p><b>(INTASC 9 – Professional Learning and Ethical Practice: 9a - 9k)</b></p>	<p><b>2015:</b>  N=10  100%</p> <p><b>2016:</b>  N=36  80%</p> <p><b>2017:</b>  N=21  95%</p>	<p><b>2015:</b>  N=10  0%</p> <p><b>2016:</b>  N=36  20%</p> <p><b>2017:</b>  N=21  5%</p>

<p><b>5. Professionalism</b> 5.1 Approaches learning through a reflective stance, one that includes raising questions, applying critical criteria, and re-imagining what has been accomplished</p>			
<p><b>EDUC 509 Assessing Young Children with Special Needs (ECSE)</b> <i>The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</i></p> <p><b>EPP Standards</b> <b>1. Knowledge</b> 1.9 Understands the ethical and moral dimensions associated with teaching and learning</p> <p><b>5. Professionalism</b> 5.1 Approaches learning through a reflective stance, one that includes raising questions, applying critical criteria, and re-imagining what has been accomplished</p>	<p>This field experience provides candidates with an understanding of assessment practices in specialized and inclusive settings and opportunities to develop assessment-related skills with young children with special needs. Candidates spend 12 hours in the field familiarizing themselves with the various forms of assessments used for young children at risk for developmental delays and young children with disabilities. Furthermore, they engage in observing to learn about selection of appropriate assessment tools and the procedures used in administering them, completing observation checklists and anecdotal notes, conducting interviews with teachers to learn how IFSP goals are implemented and progress monitored in these early childhood settings, and writing a reflective paper about these experiences.</p> <p><i>(INTASC 6 – Assessment: 6a– 6p)</i></p> <p><i>(INTASC 9 – Professional Learning and Ethical Practice: 9a - 9k)</i></p>	<p><b>2015:</b> N=10 100%</p> <p><b>2016:</b> N=20 100%</p> <p><b>2017:</b> N=24 100%</p>	<p><b>2015:</b> N=10 0%</p> <p><b>2016:</b> N=20 0%</p> <p><b>2017:</b> N=24 0%</p>

Table 1.11 Educating All Students- ECSE

Data Years PROGRAM: ECSE	Program Completers	Test Takers	Qualifying Score	Mean	National Median	EPP Range	% Pass Rate
2014-2015	4	4	500	530		508-542	100%
2015-2016	8	7		517		507-527	57%
2016-2017	7	7		514		500-529	86%
<b>EAS Sub-Areas</b>	Performance Levels for Test Takers						
	++++	+++	++	+			
<b>Competency 1: Diverse Student Populations</b>							
2014-2015 n=4	2	2					
2015-2016 n=7		3	3	1			
2016-2017 n=7	1	1	3				
<b>Competency 2: English Language Learners</b>							
2014-2015 n=4	3		1				
2015-2016 n=7	1	1	3	2			
2016-2017 n=7	1		4				
<b>Competency 3: Students with Disabilities and Other Special Learning Needs</b>							
2014-2015 n= 4		3	1				
2015-2016 n=7		1	6				
2016-2017 n=7			4	1			
<b>Competency 4: Teacher Responsibilities</b>							
2014-2015 n=4		3	1				
2015-2016 n=7	4	2		1			
2016-2017 n=7	3	1	1				
<b>Competency 5: School Home Relationships</b>							
2014-2015 n=4		4					
2015-2016 n=7	3	2	1	1			
2016-2017 n=7	3	2					
<b>Constructed Response</b>							
<b>Diverse Student Populations</b>		6	8	2			
<b>English Language Learners</b>	2	3	8	3			
<b>SwD &amp; Other Special Learning Needs</b>		4	6	3			

Table 1.1i: Educating All Students- CSE

Data Years PROGRAM: CSE	Program Completers	Test Takers	Qualifying Score/Rating	Mean	National Median	EPP Range	% Pass Rate
2014-2015	12	11	500	524		505-554	91%
2015-2016	14	11		520		500-535	100%
2016-2017	5	3		517		515-518	100%
<b>EAS Sub-Areas</b>	Performance Levels for Test Takers						
	++++	+++	++	+			
<b>Competency 1: Diverse Student Populations</b>							
2014-2015 n=11	3	3	5				
2015-2016 n=11		5	5	1			
2016-2017 n=3			2	1			
<b>Competency 2: English Language Learners</b>							
2014-2015 n=11	3	6	1	1			
2015-2016 n=11		6	5				
2016-2017 n=3		2	1				
<b>Competency 3: Students with Disabilities and Other Special Learning Needs</b>							
2014-2015 n=11	1	4	4	2			
2015-2016 n=11	1	5	4	1			
2016-2017 n=3		1	2				
<b>Competency 4: Teacher Responsibilities</b>							
2014-2015 n=11		3	6	2			
2015-2016 n=11	5	3	3				
2016-2017 n=3	2	1					
<b>Competency 5: School Home Relationships</b>							
2014-2015 n=11	1	6	4				
2015-2016 n=11	4	4	3				
2016-2017 n=3	2	1					
<b>Constructed Response</b>							
Diverse Student Populations	5	9	5	6			
English Language Learners	3	7	10	5			
SwD & Other Special Learning Needs	1	9	8	7			

Table 1.1iii: Educating all Students - CE

Data Years PROGRAM: <b>CE</b>	Program Completers	Test Takers	Qualifying Score	Mean	National Median	EPP Range	% Pass Rate
2014-2015	0	NA	500	524		NA	100%
2015-2016	1	1				524	
2016-2017	0	NA				NA	
<b>EAS Sub-Areas</b>	Performance Levels for Test Takers						
	++++	+++	++	+			
<b>Competency 1: Diverse Student Populations</b>							
2014-2015 n=0							
2015-2016 n=1		1					
2016-2017 n=0							
<b>Competency 2: English Language Learners</b>							
2014-2015 n=0							
2015-2016 n=1		1					
2016-2017 n=0							
<b>Competency 3: Students with Disabilities and Other Special Learning Needs</b>							
2014-2015 n=0							
2015-2016 n=1		1					
2016-2017 n=0							
<b>Competency 4: Teacher Responsibilities</b>							
2014-2015 n=0							
2015-2016: n=1		1					
2016-2017 n=0							
<b>Competency 5: School Home Relationships</b>							
2014-2015 n=0							
2015-2016 n=1			1				
2016-2017 n=0							
<b>Constructed Response</b>							
Diverse Student Populations		1					
English Language Learners			1				
SwD & Other Special Learning Needs		1					

Figure 1.1b Test Takers by program—EAS

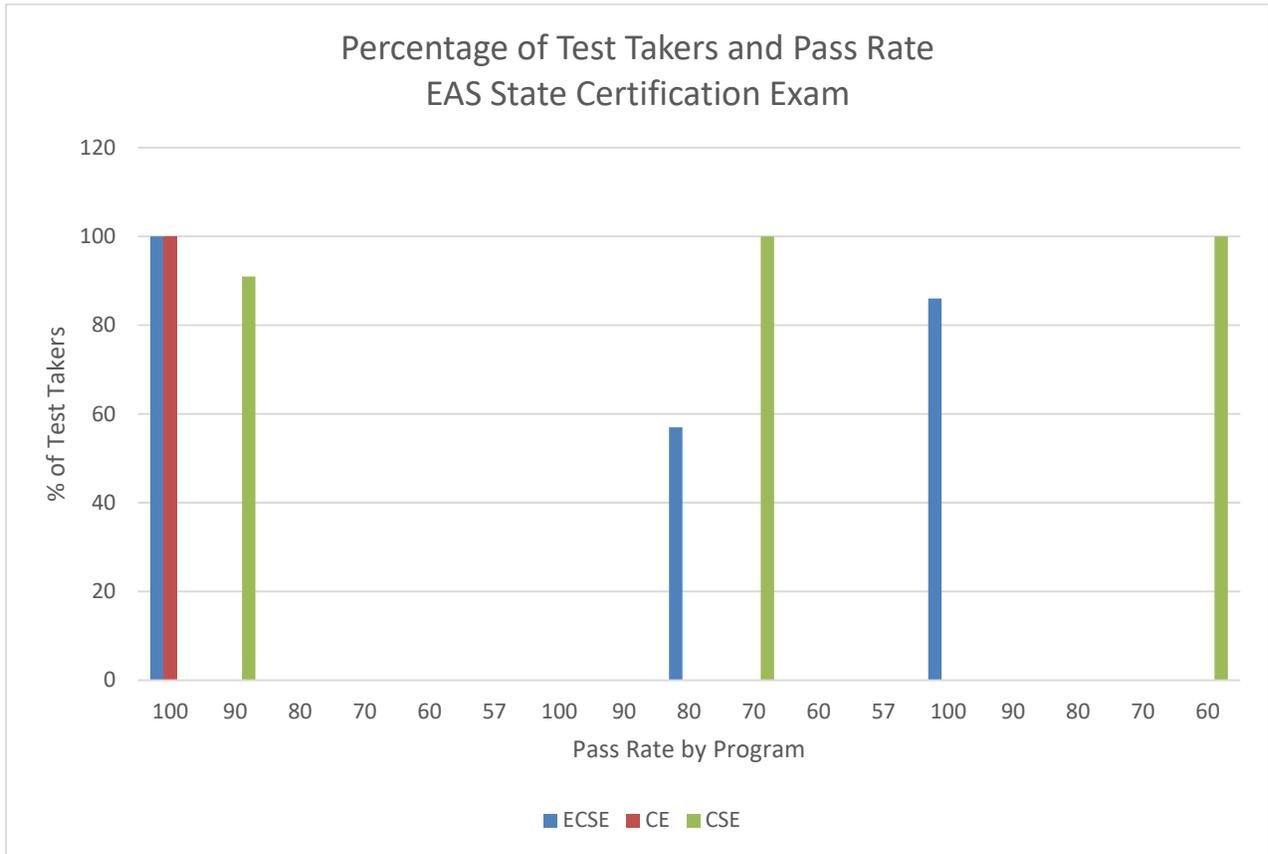


Table 1.1m: Candidate Performance in Content Areas – Disaggregated GPAs by Program

Program Concentration Areas	N and Mean GPAs for Candidates			N and Mean GPAs for Non-Candidates		
	2015	2016	2017	2015	2016	2017
<b>Early Childhood Special Education</b>						
<b>Transition Point 1: Entry Coursework</b>				<b>Performance in General Education Courses</b>		
<b>ENGLISH</b>	N:16 Mean: 2.7 Range: 2.7-3.7	N: 11 Mean: 3.0 Range:2.9-3.6	N:11 Mean: 2.9 Range: 2.5-4.0	N: 60 Mean: 2.0 Range: 1.0-3.7	N: 70 Mean: 3.0 Range: 1.5– 4.0	N: 65 Mean: 2.5 Range: 1.0-4.0
<b>MATH</b>	N:16 Mean: 2.4 Range: 2.3-4.0	N: 11 Mean: 2.6 Range: 2.5-3.3	N:11 Mean: 3.2 Range: 2.5-4.0	N: 51 Mean: 2.4 Range:1.0-4.0	N: 39 Mean: 3.1 Range: 1.5-4.0	N: 49 Mean: 2.5 Range: 1.0-4.0
<b>SCIENCE</b>	N:16 Mean: 2.5 Range: 2.3-3.7	N:11 Mean: 3.4 Range: 3.0-4.0	N:11 Mean: 2.4 Range: 2.0-3.6	N: 956 Mean: 2.0 Range: 1.0-4.0	N: 1138 Mean: 2.5 Range: 1.0-4.0	N: 1073 Mean: 2.5 Range: 1.0-4.0
<b>Transition Point 2: Concentration Courses</b>				<b>Performance in the Majors</b>		
<b>ENGLISH</b>	N:0	N: 1	N: 1	N: 11	N: 11	N: 15

	Mean: Range:	Mean: 3.0 Range: 3.0-4.0	Mean: 3.0 Range: 2.3-3.7	Mean: 2.8 Range:2.1 – 2.9	Mean:3.1 Range: 2.1– 3.1	Mean: 2.8 Range: 2.1-2.9
<b>MATH</b>	N: 1 Mean: 3.5 Range: 3.0-4.0	N: 0 Mean: Range:	N: 1 Mean: 2.4 Range: 2.0-3.7	N: 3 Mean: 3.0 Range: 2.0-3.7	N: 9 Mean: 3.1 Range:2.5-3.2	N: 11 Mean: 3.2 Range: 2.5-3.5
<b>SCIENCE</b>	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 1 Mean: 3.0 Range: 2.0–4.0	N: 84 Mean: 3.1 Range: 2.0-4.0	N: 101 Mean: 3.1 Range:2.1-3.1	N: 136 Mean: 3.1 Range: 2.7-3.1
<b>SOCIAL STUDIES</b>	N: 0 Mean: Range:	N: 2 Mean: 3.0 Range: 2.0-4.0	N: 1 Mean: 3.2 Range: 3.0-4.0	N:28 Mean: 2.9 Range:2.7-3.1	N: 23 Mean: 3.0 Range: 2.1-3.0	N: 26 Mean: 2.9 Range: 2.1-3.0
<b>PSYCHOLOGY</b>	N: 3 Mean: 3.8 Range: 2.0-4.0	N: 5 Mean: 3.1 Range: 2.0-4.0	N: 3 Mean: 3.0 Range: 2.0-4.0	N: 68 Mean: 3.0 Range: 2.5-3.0	N: 92 Mean: 3.0 Range: 2.1-3.0	N: 85 Mean: 3.0 Range: 2.7-3.0
<b>Childhood Special Education (CSE)</b>						
<b>Transition Point 1: Entry Coursework</b>				<b>Performance in General Education Courses</b>		
<b>ENGLISH</b>	N: 8 Mean: 3.7 Range: 3.1-4.0	N: 4 Mean: 3.2 Range: 2.0-4.0	N: 14 Mean: 3.0 Range: 2.5-3.7	N: 60 Mean: 2.0 Range: 1.0-3.7	N: 70 Mean: 3.0 Range: 1.5– 4.0	N: 65 Mean: 2.5 Range: 1.0-4.0
<b>MATH</b>	N: 8 Mean: 3.0 Range: 2.3-4.0	N: 4 Mean: 2.8 Range: 2.5-3.3	N: 14 Mean: 2.6 Range: 2.0-4.0	N: 51 Mean: 2.4 Range:1.0-4.0	N: 39 Mean: 3.1 Range: 1.5-4.0	N: 49 Mean: 2.5 Range: 1.0-4.0
<b>SCIENCE</b>	N: 8 Mean: 3.8 Range: 2.6-4.0	N: 4 Mean: 2.9 Range: 2.5-3.3	N: 14 Mean: 2.3 Range: 2.0-3.7	N: 956 Mean: 2.0 Range: 1.0-4.0	N: 1138 Mean: 2.5 Range: 1.0-4.0	N: 1073 Mean: 2.5 Range: 1.0-4.0
<b>Transition Point 2: Concentration Courses</b>				<b>Performance in the Majors</b>		
<b>ENGLISH</b>	N: 4 Mean: 3.1 Range: 2.0-4.0	N: 2 Mean: 3.4 Range:2.3-4.0	N: 1 Mean: 3.1 Range: 2.3-4.0	N: 11 Mean: 2.8 Range:2.1 – 2.9	N: 11 Mean:3.1 Range: 2.1–3.1	N: 15 Mean: 2.8 Range: 2.1-2.9
<b>MATH</b>	N: 3 Mean: 3.2 Range: 2.0-4.0	N: 4 Mean: 3.0 Range: 2.0-4.0	N: 1 Mean: 3.0 Range: 2.0-4.0	N: 3 Mean: 3.0 Range: 2.0-3.7	N: 9 Mean: 3.1 Range:2.5-3.2	N: 11 Mean: 3.2 Range: 2.5-3.5
<b>SCIENCE</b>	N: 1 Mean: 3.0 Range: 2.7-4.0	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 84 Mean: 3.1 Range: 2.0-4.0	N: 101 Mean: 3.1 Range:2.1-3.1	N: 136 Mean: 3.1 Range: 2.7-3.1
<b>SOCIAL STUDIES</b>	N: 4 Mean: 3.2 Range: 2.0-4.0	N: 8 Mean: 3.4 Range: 2.0-4.0	N: 3 Mean: 3.4 Range: 2.3-4.0	N:28 Mean: 2.9 Range:2.7-3.1	N: 23 Mean: 3.0 Range: 2.1-3.0	N: 26 Mean: 2.9 Range: 2.1-3.0
<b>Childhood Education (CE)</b>						
<b>Transition Point 1: Entry Coursework</b>				<b>Performance in General Education Courses</b>		
<b>ENGLISH</b>	N: 2 Mean: 3.4 Range: 3.3-3.6	N: 1 Mean: 3.6 Range: 3.0-3.6	N: 2 Mean: 3.1 Range: 2.6-3.7	N: 60 Mean: 2.0 Range: 1.0-3.7	N: 70 Mean: 3.0 Range: 1.5– 4.0	N: 65 Mean: 2.5 Range: 1.0-4.0
<b>MATH</b>	N: 2 Mean: 2.8 Range: 2.6-3.0	N: 1 Mean: 2.3 Range: 2.0-2.5	N: 2 Mean: 2.9 Range: 2.5-3.3	N: 51 Mean: 2.4 Range:1.0-4.0	N: 39 Mean: 3.1 Range: 1.5-4.0	N: 49 Mean: 2.5 Range: 1.0-4.0
<b>SCIENCE</b>	N: 2	N: 1	N: 2	N: 956	N: 1138	N: 1073

	Mean: 2.8 Range: 2.7-3.0	Mean: 3.0 Range: 3.0-3.2	Mean: 3.0 Range: 3.0-3.5	Mean: 2.0 Range: 1.0-4.0	Mean: 2.5 Range: 1.0-4.0	Mean: 2.5 Range: 1.0-4.0
<b>Transition Point 2: Concentration Courses</b>				<b>Performance in the Majors</b>		
<b>ENGLISH</b>	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 11 Mean: 2.8 Range: 2.1 – 2.9	N: 11 Mean: 3.1 Range: 2.1–3.1	N: 15 Mean: 2.8 Range: 2.1-2.9
<b>MATH</b>	N: 0 Mean: Range:	N: 1 Mean: 3.2 Range: 2.0-4.0	N: 0 Mean: Range:	N: 3 Mean: 3.0 Range: 2.0-3.7	N: 9 Mean: 3.1 Range: 2.5-3.2	N: 11 Mean: 3.2 Range: 2.5-3.5
<b>SCIENCE</b>	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 84 Mean: 3.1 Range: 2.0-4.0	N: 101 Mean: 3.1 Range: 2.1-3.1	N: 136 Mean: 3.1 Range: 2.7-3.1
<b>SOCIAL STUDIES</b>	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 28 Mean: 2.9 Range: 2.7-3.1	N: 23 Mean: 3.0 Range: 2.1-3.0	N: 26 Mean: 2.9 Range: 2.1-3.0

Table 1.1n: Candidate Performance on Reading Intervention Project

CSE Candidate Performance Summary Data Table

**EDUC 381: READING INTERVENTION PROJECT**

In 2016, another component of the assignment introduced the degree to which the experience impacted both candidate and student learning. This value-added element expands data reporting on this assignment to include impact on P-6 students. Referred to as *Closing the Gap*, the data constitutes two years of implementation, and shows the impact of candidate interventions in improving the performances of struggling readers identified by partner schools.

DATA YEAR	% EXEMPLARY A- to A+ 90-100	% COMPETENT B – to B+ 80-89	% EMERGING C to C+ 70-79
2017 (N=16)	<b>0%</b> [0]	<b>81%</b> [13]	<b>19%</b> [3]
2016 (N=8)	<b>0%</b> [0]	<b>75%</b> [6]	<b>25%</b> [2]
2015 (N =14)	<b>93%</b> [13]	<b>7%</b> [1]	<b>0%</b> [0]

*Reading Intervention Project - Disaggregated Data Table: 2017 (N=16)*

UNIT DIMENSIONS	CEC STANDARDS	% EXEMPLARY	% COMPETENT	% EMERGING
<b>KNOWLEDGE</b>	<b>CEC 1.0</b> Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities	<b>0%</b> 0	<b>81%</b> 13	<b>19%</b> 3
	<b>CEC 1.1</b> Understand how language and culture, or family background influence the learning of individuals with exceptionalities	<b>0%</b> 0	<b>81%</b> 13	<b>19%</b> 3
<b>ANALYTICAL ABILITY</b>	<b>CEC 3.3</b> Implement modified general and specialized curricula to make them accessible to individuals with exceptionalities	<b>0%</b> 0	<b>81%</b> 13	<b>19%</b> 3
	<b>CEC 4.1</b>	<b>0%</b>	<b>88%</b>	<b>12%</b>

	Select and use technically sound informal assessments that minimize bias	0	14	2
<b>CREATIVITY</b>	<b>CEC 4.2</b> Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities	<b>0%</b> 0	<b>81%</b> 13	<b>19%</b> 3
	<b>CEC 4.4</b> Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them	<b>0%</b> 0	<b>88%</b> 14	<b>12%</b> 2
<b>PROFESSIONALISM</b>	<b>CEC 6.0</b> Use foundational knowledge to engage in lifelong learning and regularly reflect on their practice	<b>0%</b> 0	<b>94%</b> 15	<b>6%</b> 1
	<b>CEC 6.4</b> Understand the significance of lifelong learning and participate in professional activities and learning communities	<b>0%</b> 0	<b>88%</b> 14	<b>12%</b> 2

*Reading Intervention Project - Disaggregated Data Table: 2016 (N=20)*

<b>UNIT DIMENSIONS</b>	<b>CEC STANDARDS</b>	<b>% EXEMPLARY</b>	<b>% COMPETENT</b>	<b>% EMERGING</b>
<b>KNOWLEDGE</b>	<b>CEC 1.0</b> Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities		<b>75%</b> 6	<b>25%</b> 2
	<b>CEC 1.1</b> Understand how language and culture, or family background influence the learning of individuals with exceptionalities		<b>75%</b> 6	<b>25%</b> 2
	<b>CEC 3.3</b> Implement modified general and specialized curricula to make them		4	4

<b>ANALYTICAL ABILITY</b>	accessible to individuals with exceptionalities			
	<b>CEC 4.1</b> Select and use technically sound informal assessments that minimize bias		<b>75%</b> 6	<b>25%</b> 2
<b>CREATIVITY</b>	<b>CEC 4.2</b> Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities		<b>75%</b> 6	<b>25%</b> 2
	<b>CEC 4.4</b> Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them		<b>75%</b> 6	<b>25%</b> 2
<b>PROFESSIONALISM</b>	<b>CEC 6.0</b> Use foundational knowledge to engage in lifelong learning and regularly reflect on their practice		<b>75%</b> 6	<b>25%</b> 2
	<b>CEC 6.4</b> Understand the significance of lifelong learning and participate in professional activities and learning communities		<b>75%</b> 6	<b>25%</b> 2

*Reading Intervention Project - Disaggregated Data Table: 2015 (N=14)*

<b>UNIT DIMENSIONS</b>	<b>CEC STANDARDS</b>	<b>% EXEMPLARY</b>	<b>% COMPETENT</b>	<b>% EMERGING</b>
<b>KNOWLEDGE</b>	<b>CEC 1.0</b> Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities	<b>86%</b> 12	<b>14%</b> 2	<b>0%</b> 0
	<b>CEC 1.1</b> Understand how language and culture, or family background influence the learning of individuals with exceptionalities	<b>93%</b> 13	<b>7%</b> 1	<b>0%</b> 0

<b>ANALYTICAL ABILITY</b>	<b>CEC 3.3</b> Implement modified general and specialized curricula to make them accessible to individuals with exceptionalities	<b>71%</b> 10	<b>29%</b> 4	<b>0%</b> 0
	<b>CEC 4.1</b> Select and use technically sound informal assessments that minimize bias	<b>93%</b> 13	<b>7%</b> 1	<b>0%</b> 0
<b>CREATIVITY</b>	<b>CEC 4.2</b> Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities	<b>93%</b> 13	<b>7%</b> 1	<b>0%</b> 0
	<b>CEC 4.4</b> Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them	<b>86%</b> 12	<b>14%</b> 2	<b>0%</b> 0
<b>PROFESSIONALISM</b>	<b>CEC 6.0</b> Use foundational knowledge to engage in lifelong learning and regularly reflect on their practice	<b>71%</b> 10	<b>22%</b> 3	<b>7%</b> 1
	<b>CEC 6.4</b> Understand the significance of lifelong learning and participate in professional activities and learning communities	<b>79%</b> 11	<b>14%</b> 2	<b>7%</b> 1

Table 1.1ni: Student Learning Outcomes from Reading Intervention Project

**Candidate Impact on Student Learning: Reading Intervention Project**

**Value Added – Candidate Learning Performance Summary Data (Implemented 2016)**

<b>Year: N</b>	<b>CEC Standard</b>	<b>% Exemplary</b>	<b>% Competent</b>	<b>% Emerging</b>
2017: 16	6.0	0%	0%	100% [16]
2016: 8	6.0	0%	50% [4]	50% [4]
2015:	Not Implemented: No data available			

***Closing the Gap – Response to Intervention Outcomes Summary Data***

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



Table 1.1o: Candidate Performance on Test Development Project

<b>DATA YEAR: N</b>	<b>% EMERGING C to C+ 70-79</b>	<b>% COMPETENT B – to B+ 80-89</b>	<b>% EXEMPLARY A- to A+ 90-100</b>
2017: N = 21	5% [1]	52% [11]	43% [9]
2016: N =36	20% [7]	33% [12]	47% [17]
2015: N =10	0%	50% [5]	50% [5]

Candidate Disaggregated Performance Data Table: Test Development Project: 2017

<b>Dimension and Tasks</b>	<b>YEAR 2017</b>	<b>Emerging C to C+ 70-79</b>	<b>Competent B – to B+ 80-89</b>	<b>Exemplary A- to A+ 90-100</b>
<b>CEC 4 - ISCI 4 S1</b> <i>Candidates gather relevant background information from parents and teachers and prepare anecdotal notes.</i> <i>10 pts.</i>	N= 21	1	9	11
<b>CEC 4 - ISCI 4 S2</b> <i>Candidates administer nonbiased formal and informal assessments and make comparisons with Statewide Standardized Tests</i> <ul style="list-style-type: none"> <li>• Anecdotal Notes</li> <li>• Peabody Individual Achievement test</li> <li>• Woodcock Reading Mastery Test/WJ Math Reasoning Test</li> <li>• NYS Standardized Tests (ELA)</li> </ul> <i>20 pts.</i>		1	8	12
<b>CEC 4 - ISCI 4 S4</b> <i>Candidates develop or modify individualized assessment strategies to plan, evaluate and strengthen instruction by their clear inclusion of the following elements:</i> <ul style="list-style-type: none"> <li>• Detailed assessment is included before, during and after instruction</li> <li>• Assessments are grounded in developmental theories</li> <li>• Assessments are based on concepts of intelligence</li> </ul>		1	12	8

<ul style="list-style-type: none"> <li>Assessments are based on curricula theories</li> </ul> <p style="text-align: right;">20 pts.</p>				
<b>CEC 4 - I ISCI 4 S8</b> <i>Candidates evaluate instruction and monitor progress of individuals with exceptional learning needs to ensure the continuous intellectual, social and physical development of learners.</i> <b>Content Areas &amp; Learning Targets</b> <ul style="list-style-type: none"> <li>Candidates include appropriate content area information</li> <li>Learning targets, sources, and objectives are appropriately reflected in assessment</li> <li>Table of Specification is appropriately developed</li> <li>Table of Specifications is appropriately included in assessment</li> </ul> <p style="text-align: right;">30 pts.</p>		1	10	10
<b>CEC 4: IGC4 S3 and IIC4 S3</b> <i>Candidates select, adapt, modify and use exceptionality-specific assessment instruments with individuals with disabilities, including the appropriate use of assistive technology</i> <p style="text-align: right;">10 pts.</p>		1	11	9
<b>CEC4: IGC4 S4/IIC4 S4</b> <i>Candidates assess reliable methods of responses of individuals who lack typical communication and performance abilities.</i> <p style="text-align: right;">10 pts.</p>		1	11	9

Candidate Disaggregated Performance Data Table: Test Development Project: 2016

Dimension and Tasks	YEAR 2016	Emerging C to C+ 70-79	Competent B – to B+ 80-89	Exemplary A- to A+ 90-100
<b>CEC 4 - ISCI 4 S1</b> <i>Candidates gather relevant background information from parents and teachers and prepare anecdotal notes.</i> <p style="text-align: right;">10 pts.</p>	N= 36	6	18	12
<b>CEC 4 - ISCI 4 S2</b> <i>Candidates administer nonbiased formal and informal assessments and make comparisons with Statewide Standardized Tests</i> <ul style="list-style-type: none"> <li>Anecdotal Notes</li> </ul>		8	10	18

<ul style="list-style-type: none"> <li>• Peabody Individual Achievement test</li> <li>• Woodcock Reading Mastery Test/WJ Math Reasoning Test</li> <li>• NYS Standardized Tests (ELA)</li> </ul> <p style="text-align: right;"><i>20 pts.</i></p>				
<p><b>CEC 4 - ISCI 4 S4</b>  <i>Candidates develop or modify individualized assessment strategies to plan, evaluate and strengthen instruction by their clear inclusion of the following elements:</i></p> <ul style="list-style-type: none"> <li>• Detailed assessment is included before, during and after instruction</li> <li>• Assessments are grounded in developmental theories</li> <li>• Assessments are based on concepts of intelligence</li> <li>• Assessments are based on curricula theories</li> </ul> <p style="text-align: right;"><i>20 pts.</i></p>		7	12	17
<p><b>CEC 4 - I ISCI 4 S8</b>  <i>Candidates evaluate instruction and monitor progress of individuals with exceptional learning needs to ensure the continuous intellectual, social and physical development of learners.</i>  <b>Content Areas &amp; Learning Targets</b></p> <ul style="list-style-type: none"> <li>• Candidates include appropriate content area information</li> <li>• Learning targets, sources, and objectives are appropriately reflected in assessment</li> <li>• Table of Specification is appropriately developed</li> <li>• Table of Specifications is appropriately included in assessment</li> </ul> <p style="text-align: right;"><i>30 pts.</i></p>		7	12	17
<p><b>CEC 4: IGC4 S3 and IIC4 S3</b>  <i>Candidates select, adapt, modify and use exceptionality-specific assessment instruments with individuals with disabilities, including the appropriate use of assistive technology</i></p> <p style="text-align: right;"><i>10 pts.</i></p>		7	11	18
<p><b>CEC4: IGC4 S4/IIC4 S4</b>  <i>Candidates assess reliable methods of responses of individuals who lack typical communication and performance abilities.</i></p> <p style="text-align: right;"><i>10 pts.</i></p>		7	11	18

**Table 1.1p: Authentic Assessment - ECSE 2016**  
Academic Year 2016 (N= 20)

<b>Standard/ Element</b>	<b>Unsatisfactory</b>	<b>Emerging</b>	<b>Competent</b>	<b>Exemplary</b>
<b>CEC 1 / NAEYC 1</b>	0	10%	60%	30%
<b>NAEYC 3 / CEC 4</b>	0	0	70%	30%
<b>NAEYC 4 / CEC 5</b>	0	0	70%	30%

**Table 1.1pi: Authentic Assessment – ECSE 2017**  
Academic Year 2017 (N= 23)

<b>Standard/ Element</b>	<b>Unsatisfactory</b>	<b>Emerging</b>	<b>Competent</b>	<b>Exemplary</b>
<b>CEC 1 / NAEYC 1</b>	0	0	17.4%	82.6%
<b>NAEYC 3 / CEC 4</b>	0	47.8%	0	52.8%
<b>NAEYC 4 / CEC 5</b>	0	17.3%	82.7%	0

Table 1.1q Clinical Practice Implementation and Planning Data ESCE

Summary of Data for Two Cycles 2016-2017

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

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

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION					
Planning Interrater Reliability-.517 lower range .369 upper range .624					
Implementation Interrater Reliability- .383 lower range -.080 upper-range .626					
2	NAEYC	3%	61%	36%	86
4	NAEYC	3%	62.5%	34.5%	86
	CEC 1	3%	59%	38%	84
	CEC 2	7.5%	65%	27.5%	88
	CEC 5	3%	62.5%	34.5%	86
	CEC 6	10%	65%	25%	84
Advanced Planning of Instruction of Content Knowledge: Supporting Children's Language Development					
	Standards	Emerging	Competent	Exemplary	Mean
4	NAEYC	7.5%	65%	27.5%	85
	Standards	Emerging	Competent	Exemplary	Mean
5	NAEYC	7.5%	65%	27.5%	85
	CEC 5	7.5%	65%	27.5%	85
Overall Planning for Appropriate Inclusion: More Attention to Learning Differences					
	CEC 2	0%	50%	50%	89
	CEC 3	0%	50%	50%	89
<b>IMPLEMENTATION</b>					
Implementation of Learning Experience through Instructional Strategies: Promoting a Positive Learning Environment					
	Standards	Emerging	Competent	Exemplary	Mean
1	NAEYC	19%	52%	29%	84
2	NAEYC	23%	40%	37%	84

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION					
Planning Interrater Reliability-.517 lower range .369 upper range .624					
Implementation Interrater Reliability- .383 lower range -.080 upper-range .626					
4	NAEYC	20%	52.5%	27.5%	84
	CEC 5	20%	47.5%	32.5%	84
	CEC 6	23%	40%	37%	84
Implementation of Learning Experience: Engaging Children in Differential Learning Using Developmentally Appropriate Practices					
	Standards	Emerging	Competent	Exemplary	Mean
1	NAEYC	20%	57.5%	22.5%	86
2	NAEYC	18%	50%	32%	86
4	NAEYC	20%	55%	25%	84
	CEC 1	38%	43%	19%	82
	CEC 3	22.5%	55%	22.5%	84
	CEC 4	25%	52.5%	22.5%	84
	CEC 5	19%	53%	28%	84
Implementation of Learning Experience through Instructional Strategies: Imparting Content Knowledge					
	Standards	Emerging	Competent	Exemplary	Mean
5	NAEYC	19%	55%	26%	83
	CEC 3	20%	52.5%	27.5%	84
	CEC 5	20%	55%	20%	84
Implementation of Learning Experience: Pedagogical Content Knowledge (applying content knowledge)					

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION				
Planning Interrater Reliability-.517 lower range .369 upper range .624				
Implementation Interrater Reliability- .383 lower range -.080 upper-range .626				
Standards	Emerging	Competent	Exemplary	Mean
CEC 3	20%	47.5%	32.5%	84
CEC 5	20%	47.5%	32.5%	84
Self-Reflection: Analyzing Teaching				
Standards	Emerging	Competent	Exemplary	Mean
1 NAEYC	22.5%	52.5%	25%	83
5 NAEYC	20%	57.5%	22.5%	83
CEC 1	21%	59%	20%	86
CEC2	20%	65%	15%	87
CEC 4	22.5%	52.5%	25%	83
<b>OUTCOMES</b>				
Analyzing Children's Learning				
Standards	Emerging	Competent	Exemplary	Mean
3 NAEYC	23%	46%	31%	80
4 NAEYC	32.5%	37.5%	30%	80
CEC 1	32.5%	37.5%	30%	80
CEC 4	32.5%	37.5%	30%	80
CEC 6	32.5%	37.5%	30%	80
Outcomes of Student Assessment: Feedback to Guide Further Learning				
Standards	Emerging	Competent	Exemplary	Mean

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION					
Planning Interrater Reliability-.517 lower range .369 upper range .624					
Implementation Interrater Reliability- .383 lower range -.080 upper-range .626					
4	NAEYC	32.5%	37.5%	30%	80
	CEC 6	32.5%	37.5%	30%	80
Outcomes of Assessment : Evidence of Language Understanding and Use					
	Standards	Emerging	Competent	Exemplary	Mean
4	NAEYC	12.5%	57.5%	30%	83
	CEC 6	12.5%	57.5%	30%	83
Outcomes of Assessment: Using Assessment to Inform Instruction					
	Standards	Emerging	Competent	Exemplary	Mean
6	NAEYC	32.5%	47.5%	25%	81
	Standards	Emerging	Competent	Exemplary	Mean
	CEC 6	32.5%	47.5%	25%	81
Overall Evaluation of Teacher Candidate Assessment of Children's Learning					
	Standards	Emerging	Competent	Exemplary	Mean
1	NAEYC	32.5%	32.5%	35%	80
3	NAEYC	13%	55%	32%	84

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION					
Planning Interrater Reliability-.517 lower range .369 upper range .624					
Implementation Interrater Reliability- .383 lower range -.080 upper-range .626					
4	NAEYC	12.5%	52.5%	35%	86
	CEC 2	32.5%	32.5%	35%	80
	CEC 4	12.5%	55%	32.5%	84

Table 1.1qi: Clinical Practice Implementation Data – CSE

**CHILDHOOD SPECIAL EDUCATION**  
**CLINICAL PRACTICE: IMPLEMENTATION**  
**SUMMARY DATA**

<b>UNIT DIMENSIONS CEC ALIGNMENTS</b>	<b>INTASC ALIGNMENT</b>	<b>CANDIDATE PERFORMANCE: FALL 2014</b>			
		<b>N = 12</b>			
		<b>Exemplary SCORE 3 Grade Range: A-/A (90-100)</b>	<b>Competent SCORE 2 Grade Range: B-/B/B+ (80-89)</b>	<b>Emerging SCORE 1 Grade Range: C/C+ (70-79)</b>	<b>Unsatisfactor y Score 0 Grade Range: D/F (0-69)</b>
<i>Teaching Learners with Diverse Needs:</i> [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]	Standard 2 – Learning Differences: 2(a)	6	5	1	
<i>Using Adaptations for Diverse Learning Differences:</i> [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]	Standard 1 – Learner Development: 1(b)]	6	5	1	
<i>Using Effective Strategies to Promote Active Engagement in Learning: Technology Enhanced Instruction:</i> [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3]	Standard 8 – Instructional Strategies: 8(a)	7	5	0	
<i>Practices and Behaviors of Developing Career Special Education Teachers:</i> [CEC Initial Preparation Standard 2- Learning Environments: 2.1]	Standard 3 – Learning Environments: 4(d)	6	4	2	
<i>Effective communication:</i> [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3, 5.4]	Standard 1 – Learner Development: 1(g)] Standard 2 – Learning Differences: 2(e)]	6	4	2	

<i>Using Effective Instructional Plans:</i> [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.2, 3.3]	<b>Standard 4 – Content Knowledge: 4(f)</b> <b>Standard 7: Planning for Instruction: 7(a)</b>	<b>6</b>	<b>5</b>	<b>1</b>	
<i>Using Appropriate Assessments for Instruction:</i> . [CEC Initial Preparation Standard 4- Assessment: 4.1-4.4]	<b>Standard 6: Planning for Instruction</b>	<b>6</b>	<b>5</b>	<b>1</b>	

**CHILDHOOD SPECIAL EDUCATION**  
**CLINICAL PRACTICE: IMPLEMENTATION**  
**SUMMARY DATA**

UNIT DIMENSIONS CEC ALIGNMENTS	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: SPRING 2015 N = 12			
		Exemplary SCORE 3 Grade Range: A-/A (90-100)	Competent SCORE 2 Grade Range: B-/B/B+ (80-89)	Emerging SCORE 1 Grade Range: C/C+ (70-79)	Unsatisfactor y Score 0 Grade Range: D/F (0-69)
<i>Teaching Learners with Diverse Needs:</i> [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]	Standard 2 – Learning Differences: 2(a)	6	6		
<i>Using Adaptations for Diverse Learning Differences:</i> [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]	Standard 1 – Learner Development: 1(b)]	6	5	1	
<i>Using Effective Strategies to Promote Active Engagement in Learning: Technology Enhanced Instruction:</i> [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3]	Standard 8 – Instructional Strategies: 8(a)	6	5	1	
<i>Practices and Behaviors of Developing Career Special Education Teachers:</i> [CEC Initial Preparation Standard 2- Learning Environments: 2.1]	Standard 3 – Learning Environments: 4(d)	6	4	2	
<i>Effective communication:</i> [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3, 5.4]	Standard 1 – Learner Development: 1(g)] Standard 2 – Learning Differences: 2(e)]	6	4	2	

<i>Using Effective Instructional Plans: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.2, 3.3]</i>	Standard 4 – Content Knowledge: 4(f) Standard 7: Planning for Instruction: 7(a)]	6	4	2	
<i>Using Appropriate Assessments for Instruction: [CEC Initial Preparation Standard 4- Assessment: 4.1-4.4]</i>	Standard 6: Planning for Instruction	6	5	1	

**CHILDHOOD SPECIAL EDUCATION**  
**CLINICAL PRACTICE: IMPLEMENTATION**  
**SUMMARY DATA**

UNIT DIMENSIONS CEC ALIGNMENTS	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: FALL 2015 N = 14			
		Exemplary SCORE 3 Grade Range: A-/A (90-100)	Competent SCORE 2 Grade Range: B-/B/B+ (80-89)	Emerging SCORE 1 Grade Range: C/C+ (70-79)	Unsatisfactor y Score 0 Grade Range: D/F (0-69)
<i>Teaching Learners with Diverse Needs: [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]</i>	Standard 2 – Learning Differences: 2(a)	5	8	1	
<i>Using Adaptations for Diverse Learning Differences: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]</i>	Standard 1 – Learner Development: 1(b)]	5	8	1	

<i>Using Effective Strategies to Promote Active Engagement in Learning: Technology Enhanced Instruction: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3]</i>	Standard 8 – Instructional Strategies: 8(a)	5	9		
<i>Practices and Behaviors of Developing Career Special Education Teachers: [CEC Initial Preparation Standard 2- Learning Environments: 2.1]</i>	Standard 3 – Learning Environments: 4(d)	6	6	2	
<i>Effective communication: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3, 5.4]</i>	Standard 1 – Learner Development: 1(g) Standard 2 – Learning Differences: 2(e)	6	7	1	
<i>Using Effective Instructional Plans: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.2, 3.3]</i>	Standard 4 – Content Knowledge: 4(f) Standard 7: Planning for Instruction: 7(a)	6	6	2	
<i>Using Appropriate Assessments for Instruction: . [CEC Initial Preparation Standard 4- Assessment: 4.1-4.4]</i>	Standard 6: Planning for Instruction	6	6	2	

**CHILDHOOD SPECIAL EDUCATION**  
**CLINICAL PRACTICE: IMPLEMENTATION**  
**SUMMARY DATA**

UNIT DIMENSIONS CEC ALIGNMENTS	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: SPRING 2016 N = 14			
		Exemplary SCORE 3 Grade Range: A-/A (90-100)	Competent SCORE 2 Grade Range: B-/B/B+ (80-89)	Emerging SCORE 1 Grade Range: C/C+ (70-79)	Unsatisfactor y Score 0 Grade Range: D/F (0-69)
<i>Teaching Learners with Diverse Needs:</i> [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]	Standard 2 – Learning Differences: 2(a)	5	9		
<i>Using Adaptations for Diverse Learning Differences:</i> [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]	Standard 1 – Learner Development: 1(b)]	5	9		
<i>Using Effective Strategies to Promote Active Engagement in Learning: Technology Enhanced Instruction:</i> [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3]	Standard 8 – Instructional Strategies: 8(a)	5	9		
<i>Practices and Behaviors of Developing Career Special Education Teachers:</i> [CEC Initial Preparation Standard 2- Learning Environments: 2.1]	Standard 3 – Learning Environments: 4(d)	6	6	2	
<i>Effective communication:</i> [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3, 5.4]	Standard 1 – Learner Development: 1(g)] Standard 2 – Learning Differences: 2(e)]	6	7	1	

<i>Using Effective Instructional Plans: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.2, 3.3]</i>	Standard 4 – Content Knowledge: 4(f) Standard 7: Planning for Instruction: 7(a)]	6	6	2	
<i>Using Appropriate Assessments for Instruction: . [CEC Initial Preparation Standard 4- Assessment: 4.1-4.4]</i>	Standard 6: Planning for Instruction	6	6	2	

**CHILDHOOD SPECIAL EDUCATION**  
**CLINICAL PRACTICE: IMPLEMENTATION**  
**SUMMARY DATA**

UNIT DIMENSIONS CEC ALIGNMENTS	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: FALL 2016 N = 5			
		Exemplary SCORE 3 Grade Range: A-/A (90-100)	Competent SCORE 2 Grade Range: B-/B/B+ (80-89)	Emerging SCORE 1 Grade Range: C/C+ (70-79)	Unsatisfactor y Score 0 Grade Range: D/F (0-69)
<i>Teaching Learners with Diverse Needs: [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]</i>	Standard 2 – Learning Differences: 2(a)	2	2	1	
<i>Using Adaptations for Diverse Learning Differences: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]</i>	Standard 1 – Learner Development: 1(b)]	2	2	1	

<i>Using Effective Strategies to Promote Active Engagement in Learning: Technology Enhanced Instruction: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3]</i>	Standard 8 – Instructional Strategies: 8(a)	2	2	1	
<i>Practices and Behaviors of Developing Career Special Education Teachers: [CEC Initial Preparation Standard 2- Learning Environments: 2.1]</i>	Standard 3 – Learning Environments: 4(d)	2	2	1	
<i>Effective communication: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3, 5.4]</i>	Standard 1 – Learner Development: 1(g) Standard 2 – Learning Differences: 2(e)	3	1	1	
<i>Using Effective Instructional Plans: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.2, 3.3]</i>	Standard 4 – Content Knowledge: 4(f) Standard 7: Planning for Instruction: 7(a)	3	1	1	
<i>Using Appropriate Assessments for Instruction: . [CEC Initial Preparation Standard 4- Assessment: 4.1-4.4]</i>	Standard 6: Planning for Instruction	3	1	1	

**CHILDHOOD SPECIAL EDUCATION**  
**CLINICAL PRACTICE: IMPLEMENTATION**  
**SUMMARY DATA**

UNIT DIMENSIONS CEC ALIGNMENTS	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: SPRING 2017 N = 5			
		Exemplary SCORE 3 Grade Range: A-/A (90-100)	Competent SCORE 2 Grade Range: B-/B/B+ (80-89)	Emerging SCORE 1 Grade Range: C/C+ (70-79)	Unsatisfactor y Score 0 Grade Range: D/F (0-69)
<i>Teaching Learners with Diverse Needs:</i> [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]	Standard 2 – Learning Differences: 2(a)	2	2	1	
<i>Using Adaptations for Diverse Learning Differences:</i> [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]	Standard 1 – Learner Development: 1(b)]	1	3	1	
<i>Using Effective Strategies to Promote Active Engagement in Learning: Technology Enhanced Instruction:</i> [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3]	Standard 8 – Instructional Strategies: 8(a)	1	3	1	
<i>Practices and Behaviors of Developing Career Special Education Teachers:</i> [CEC Initial Preparation Standard 2- Learning Environments: 2.1]	Standard 3 – Learning Environments: 4(d)	2	3		
<i>Effective communication:</i> [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3, 5.4]	Standard 1 – Learner Development: 1(g)] Standard 2 – Learning Differences: 2(e)]	1	3	1	

<i>Using Effective Instructional Plans: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.2, 3.3]</i>	<b>Standard 4 – Content Knowledge: 4(f) Standard 7: Planning for Instruction: 7(a)]</b>	<b>1</b>	<b>3</b>	<b>1</b>	
<i>Using Appropriate Assessments for Instruction: . [CEC Initial Preparation Standard 4- Assessment: 4.1-4.4]</i>	<b>Standard 6: Planning for Instruction</b>	<b>2</b>	<b>2</b>	<b>1</b>	

**Table 1.1qii: Clinical Practice Implementation Data – CE (and CSE)**

CLINICAL PRACTICE – IMPLEMENTATION SUMMARY DATA - Fall 2014-Spring 2017

<b>DATA YEAR</b>	<b>N</b>	<b>% EMERGING C to C+</b>	<b>% COMPETENT B – to B+</b>	<b>% EXEMPLARY A- to A+</b>
Spring 2017	6	33% [2]	50% [3]	16% [1]
Fall 2016		33% [2]	33% [2]	33% [2]
Spring 2016	14	7% [1]	50% [7]	43% [6]
Fall 2015		7% [1]	57% [8]	36% [5]
Spring 2015	12	8% [1]	42% [5]	50% [6]
Fall 2014		17% [2]	33% [4]	50% [6]

**Table 1.1r: Clinical Practice Planning Data – ECSE**

Summary of Data for Two Cycles 2016-2017

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION				
Planning Interrater Reliability-.517 lower range .369 upper range .624 Implementation Interrater Reliability- .383 lower range -.080 upper-range .626				
<b>PLANNING</b>				
Basic Level for Instruction to Develop Knowledge of Pedagogical Constraints and Considerations: Influences in the Learning Environment in Applying content Knowledge				
Standards	Emerging	Competent	Exemplary	Mean
2 NAEYC	10%	57.5%	32.5%	84
4 NAEYC	11%	58.7%	30%	84
6 NAEYC	9.4%	60%	30.6%	87
CEC 2	10%	60%	30%	87
CEC6	19%	51%	30%	80
CEC 7	9.6%	56%	34%	86
Intermediate Planning for Instruction: Understanding Content Knowledge and its Intersection with Child Development				
Standards	Emerging	Competent	Exemplary	Mean
1 NAEYC	12.5%	55%	32.5%	84
5 NAEYC	11%	55%	34%	86
6 NAEYC	10%	63%	27%	85
CEC 1	10%	50%	40%	88
CEC 3	9%	66%	25%	80
CEC 5	10%	60%	30%	86
CEC 7	11%	59%	30%	82
Advanced Independent Planning of Instruction: Children’s Abilities Assets and Challenges Inform Teaching Accommodating Learning Differences				
Standards	Emerging	Competent	Exemplary	Mean
4 NAEYC	10%	51%	39%	89

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

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION					
Planning Interrater Reliability-.517 lower range .369 upper range .624					
Implementation Interrater Reliability- .383 lower range -.080 upper-range .626					
CEC 2	0%	50%	50%	89	
CEC 3	0%	50%	50%	89	
<b>IMPLEMENTATION</b>					
Implementation of Learning Experience through Instructional Strategies: Promoting a Positive Learning Environment					
	Standards	Emerging	Competent	Exemplary	Mean
1	NAEYC	19%	52%	29%	84
2	NAEYC	23%	40%	37%	84
4	NAEYC	20%	52.5%	27.5%	84
	CEC 5	20%	47.5%	32.5%	84
	CEC 6	23%	40%	37%	84
Implementation of Learning Experience: Engaging Children in Differential Learning Using Developmentally Appropriate Practices					
	Standards	Emerging	Competent	Exemplary	Mean
1	NAEYC	20%	57.5%	22.5%	86
2	NAEYC	18%	50%	32%	86
4	NAEYC	20%	55%	25%	84
	CEC 1	38%	43%	19%	82
	CEC 3	22.5%	55%	22.5%	84
	CEC 4	25%	52.5%	22.5%	84
	CEC 5	19%	53%	28%	84
Implementation of Learning Experience through Instructional Strategies: Imparting Content Knowledge					
	Standards	Emerging	Competent	Exemplary	Mean
5	NAEYC	19%	55%	26%	83
	CEC 3	20%	52.5%	27.5%	84
	CEC 5	20%	55%	20%	84

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION				
Planning Interrater Reliability-.517 lower range .369 upper range .624				
Implementation Interrater Reliability- .383 lower range -.080 upper-range .626				
Implementation of Learning Experience: Pedagogical Content Knowledge (applying content knowledge)				
Standards	Emerging	Competent	Exemplary	Mean
CEC 3	20%	47.5%	32.5%	84
CEC 5	20%	47.5%	32.5%	84
Self-Reflection: Analyzing Teaching				
Standards	Emerging	Competent	Exemplary	Mean
1 NAEYC	22.5%	52.5%	25%	83
5 NAEYC	20%	57.5%	22.5%	83
CEC 1	21%	59%	20%	86
CEC2	20%	65%	15%	87
CEC 4	22.5%	52.5%	25%	83
<b>OUTCOMES</b>				
Analyzing Children's Learning				
Standards	Emerging	Competent	Exemplary	Mean
3 NAEYC	23%	46%	31%	80
4 NAEYC	32.5%	37.5%	30%	80
CEC 1	32.5%	37.5%	30%	80
CEC 4	32.5%	37.5%	30%	80
CEC 6	32.5%	37.5%	30%	80
Outcomes of Student Assessment: Feedback to Guide Further Learning				
Standards	Emerging	Competent	Exemplary	Mean
4 NAEYC	32.5%	37.5%	30%	80
CEC 6	32.5%	37.5%	30%	80
Outcomes of Assessment : Evidence of Language Understanding and Use				
Standards	Emerging	Competent	Exemplary	Mean
4 NAEYC	12.5%	57.5%	30%	83
CEC 6	12.5%	57.5%	30%	83

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION				
Planning Interrater Reliability-.517 lower range .369 upper range .624				
Implementation Interrater Reliability- .383 lower range -.080 upper-range .626				
Outcomes of Assessment: Using Assessment to Inform Instruction				
Standards	Emerging	Competent	Exemplary	Mean
6 NAEYC	32.5%	47.5%	25%	81
Standards	Emerging	Competent	Exemplary	Mean
CEC 6	32.5%	47.5%	25%	81
Overall Evaluation of Teacher Candidate Assessment of Children's Learning				
Standards	Emerging	Competent	Exemplary	Mean
1 NAEYC	32.5%	32.5%	35%	80
NAEYC 3	13%	55%	32%	84
4 NAEYC	12.5%	52.5%	35%	86
CEC 2	32.5%	32.5%	35%	80
CEC 4	12.5%	55%	32.5%	84

Table 1.1r: Clinical Practice Planning Data – CSE

## CHILDHOOD SPECIAL EDUCATION

UNIT DIMENSIONS CEC Alignments	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: FALL 2014 N = 12			
		Exemplary <b>SCORE 3</b> Grade Range: A-/A (90-100)	Competent <b>SCORE 2</b> Grade Range: B-/B/B+ (80-89)	Emerging <b>SCORE 1</b> Grade Range: C/C+ (70-79)	Unsatisfactor y <b>Score 0</b> Grade Range: D/F (0-69)
<i>1. Central concepts, tools of inquiry, and structures of content:</i> [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.2, 6.3]	Standard 7 – Planning for Instruction and Standard 4 – Content Knowledge: 4(a), 4(o), 4(p)	6	4	2	
<i>2. Development and Characteristics of Learners:</i> [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]. [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]	Standard 7 – Planning for Instruction and Standard 1 – Learner Development: 1(a), 1(b), 1(d), 1(e)	6	4	2	
<i>3. Development, Learning and Motivation:</i> [CEC Initial Preparation Standard 2 - Learner Development and Individual Learning Differences: 1.1, 1.2]	Standard 7 – Planning for Instruction and Standard 2 – Learning Differences: 2(a)-2(k)	4	7	1	
<i>4. Planning and designing innovative learning experiences:</i> [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2]	Standard 7 – Planning for Instruction and Standard 5 – Application of Content	4	6	2	
<i>5. Planning and designing appropriate learning environments:</i> [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2]	Standard 7 – Planning for Instruction and Standard 3 – Learning Environment: 3(a)-3(m)	4	6	2	
<i>6. Effective Communication:</i> [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.3, 5.4]	Standard 7 – Planning for Instruction and Standard 8 – Instructional Strategies	6	4	2	
<i>7. Instructional Planning Methods:</i> [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.3]	Standard 7: Planning for Instruction	4	6	2	

<b>8. Assessment:</b> [CEC Initial Preparation Standard 4 - Assessment: 4.1, 4.2, 4.3, 4.4]	Standard 7 – Planning for Instruction and Standard 6: Assessment	7	4	1	
<b>9. Professional and Ethical Practice:</b> [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.1, 6.2, 6.3]	Standard 7 – Planning for Instruction and Standard 9 – Professional and Ethical Practice	7	5	0	
<b>10. Collaboration:</b> [CEC Initial Preparation Standard 7 - Collaboration: 7.1, 7.2, 7.3]	Standard 7 – Planning for Instruction and Standard 10 – Leadership and Collaboration	9	3	0	

**CLINICAL PRACTICE: PLANNING DATA**  
**CHILDHOOD SPECIAL EDUCATION**  
**CLINICAL PRACTICE: PLANNING DATA**

UNIT DIMENSIONS CEC Alignments	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: SPRING 2015 N = 12			
		Exemplary SCORE 3 Grade Range: A-/A (90-100)	Competent SCORE 2 Grade Range: B-/B/B+ (80-89)	Emerging SCORE 1 Grade Range: C/C+ (70-79)	Unsatisfactory Score 0 Grade Range: D/F (0-69)
<b>1. Central concepts, tools of inquiry, and structures of content:</b> [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.2, 6.3]	Standard 7 – Planning for Instruction and Standard 4 – Content Knowledge: 4(a), 4(o), 4(p)	7	5		
<b>2. Development and Characteristics of Learners:</b> [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]. [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]	Standard 7 – Planning for Instruction and Standard 1 – Learner Development: 1(a), 1(b), 1(d), 1(e)	6	6		
<b>3. Development, Learning and Motivation:</b> [CEC Initial Preparation Standard 2 - Learner Development and Individual Learning Differences: 1.1, 1.2]	Standard 7 – Planning for Instruction and Standard 2 – Learning Differences: 2(a)-2(k)	7	4	1	
<b>4. Planning and designing innovative learning experiences:</b> [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2]	Standard 7 – Planning for Instruction and Standard 5 – Application of Content	7	4	1	

5. <i>Planning and designing appropriate learning environments:</i> [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2]	Standard 7 – Planning for Instruction and Standard 3 – Learning Environment: 3(a)-3(m)	6	5	1	
6. <i>Effective Communication:</i> [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.3, 5.4]	Standard 7 – Planning for Instruction and Standard 8 – Instructional Strategies	6	5	1	
7. <i>Instructional Planning Methods:</i> [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.3]	Standard 7: Planning for Instruction	6	5	1	
8. <i>Assessment:</i> [CEC Initial Preparation Standard 4 - Assessment: 4.1, 4.2, 4.3, 4.4]	Standard 7 – Planning for Instruction and Standard 6: Assessment	8	4		
9. <i>Professional and Ethical Practice:</i> [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.1, 6.2, 6.3]	Standard 7 – Planning for Instruction and Standard 9 – Professional and Ethical Practice	11	1		
10. <i>Collaboration:</i> [CEC Initial Preparation Standard 7 - Collaboration: 7.1, 7.2, 7.3]	Standard 7 – Planning for Instruction and Standard 10 – Leadership and Collaboration	10	2		

## CHILDHOOD SPECIAL EDUCATION

### CLINICAL PRACTICE: **PLANNING DATA**

UNIT DIMENSIONS CEC Alignments	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: FALL 2015 N = 14			
		Exemplary <b>SCORE 3</b> Grade Range: A-/A (90-100)	Competent <b>SCORE 2</b> Grade Range: B-/B/B+ (80-89)	Emerging <b>SCORE 1</b> Grade Range: C/C+ (70-79)	Unsatisfactor <b>y</b> <b>Score 0</b> Grade Range: D/F (0-69)
1. <i>Central concepts, tools of inquiry, and structures of content:</i> [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.2, 6.3]	Standard 7 – Planning for Instruction and Standard 4 – Content Knowledge: 4(a), 4(o), 4(p)	5	8	1	
2. <i>Development and Characteristics of Learners:</i> [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2].	Standard 7 – Planning for Instruction and Standard 1 – Learner Development: 1(a), 1(b), 1(d), 1(e)	5	7	2	

[CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]					
3. <i>Development, Learning and Motivation:</i> [CEC Initial Preparation Standard 2 - Learner Development and Individual Learning Differences: 1.1, 1.2]	Standard 7 – Planning for Instruction and Standard 2 – Learning Differences: 2(a)-2(k)	5	8	1	
4. <i>Planning and designing innovative learning experiences:</i> [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2]	Standard 7 – Planning for Instruction and Standard 5 – Application of Content	5	8	1	
5. <i>Planning and designing appropriate learning environments:</i> [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2]	Standard 7 – Planning for Instruction and Standard 3 – Learning Environment: 3(a)-3(m)	5	6	3	
6. <i>Effective Communication:</i> [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.3, 5.4]	Standard 7 – Planning for Instruction and Standard 8 – Instructional Strategies	5	6	3	
7. <i>Instructional Planning Methods:</i> [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.3]	Standard 7: Planning for Instruction	5	7	2	
8. <i>Assessment:</i> [CEC Initial Preparation Standard 4 - Assessment: 4.1, 4.2, 4.3, 4.4]	Standard 7 – Planning for Instruction and Standard 6: Assessment	7	5	2	
9. <i>Professional and Ethical Practice:</i> [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.1, 6.2, 6.3]	Standard 7 – Planning for Instruction and Standard 9 – Professional and Ethical Practice	7	6	1	
10. <i>Collaboration:</i> [CEC Initial Preparation Standard 7 - Collaboration: 7.1, 7.2, 7.3]	Standard 7 – Planning for Instruction and Standard 10 – Leadership and Collaboration	9	4	1	

**CHILDHOOD SPECIAL EDUCATION  
CLINICAL PRACTICE: PLANNING DATA**

UNIT DIMENSIONS CEC Alignments	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: SPRING 2016 N = 14			
		Exemplary <b>SCORE 3</b> Grade Range: A-/A (90-100)	Competent <b>SCORE 2</b> Grade Range: B-/B/B+ (80-89)	Emerging <b>SCORE 1</b> Grade Range: C/C+ (70-79)	Unsatisfactor <b>Score 0</b> Grade Range: D/F

					(0-69)
<b>1. Central concepts, tools of inquiry, and structures of content:</b> [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.2, 6.3]	Standard 7 – Planning for Instruction and Standard 4 – Content Knowledge: 4(a), 4(o), 4(p)	8	4	2	
<b>2. Development and Characteristics of Learners:</b> [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]. [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]	Standard 7 – Planning for Instruction and Standard 1 – Learner Development: 1(a), 1(b), 1(d), 1(e)	7	5	2	
<b>3. Development, Learning and Motivation:</b> [CEC Initial Preparation Standard 2 - Learner Development and Individual Learning Differences: 1.1, 1.2]	Standard 7 – Planning for Instruction and Standard 2 – Learning Differences: 2(a)-2(k)	7	5	2	
<b>4. Planning and designing innovative learning experiences:</b> [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2]	Standard 7 – Planning for Instruction and Standard 5 – Application of Content	7	6	1	
<b>5. Planning and designing appropriate learning environments:</b> [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2]	Standard 7 – Planning for Instruction and Standard 3 – Learning Environment: 3(a)-3(m)	7	5	2	
<b>6. Effective Communication:</b> [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.3, 5.4]	Standard 7 – Planning for Instruction and Standard 8 – Instructional Strategies	7	5	2	
<b>7. Instructional Planning Methods:</b> [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.3]	Standard 7: Planning for Instruction	7	6	1	
<b>8. Assessment:</b> [CEC Initial Preparation Standard 4 - Assessment: 4.1, 4.2, 4.3, 4.4]	Standard 7 – Planning for Instruction and Standard 6: Assessment	8	5	1	
<b>9. Professional and Ethical Practice:</b> [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.1, 6.2, 6.3]	Standard 7 – Planning for Instruction and Standard 9 – Professional and Ethical Practice	11	3	0	
<b>10. Collaboration:</b> [CEC Initial Preparation Standard 7 - Collaboration: 7.1, 7.2, 7.3]	Standard 7 – Planning for Instruction and Standard 10 – Leadership and Collaboration	11	3	0	

**CHILDHOOD SPECIAL EDUCATION  
CLINICAL PRACTICE: PLANNING DATA**

UNIT DIMENSIONS CEC Alignments	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: FALL 2016 N = 5			
		Exemplary <b>SCORE 3</b> Grade Range: A-/A (90-100)	Competent <b>SCORE 2</b> Grade Range: B-/B/B+ (80-89)	Emerging <b>SCORE 1</b> Grade Range: C/C+ (70-79)	Unsatisfactor <b>y</b> <b>Score 0</b> Grade Range: D/F (0-69)
<i>1. Central concepts, tools of inquiry, and structures of content:</i> [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.2, 6.3]	Standard 7 – Planning for Instruction and Standard 4 – Content Knowledge: 4(a), 4(o), 4(p)	2	2	1	
<i>2. Development and Characteristics of Learners:</i> [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]. [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]	Standard 7 – Planning for Instruction and Standard 1 – Learner Development: 1(a), 1(b), 1(d), 1(e)	2	2	1	
<i>3. Development, Learning and Motivation:</i> [CEC Initial Preparation Standard 2 - Learner Development and Individual Learning Differences: 1.1, 1.2]	Standard 7 – Planning for Instruction and Standard 2 – Learning Differences: 2(a)-2(k)	2	2	1	
<i>4. Planning and designing innovative learning experiences:</i> [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2]	Standard 7 – Planning for Instruction and Standard 5 – Application of Content	3	2	0	
<i>5. Planning and designing appropriate learning environments:</i> [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2]	Standard 7 – Planning for Instruction and Standard 3 – Learning Environment: 3(a)-3(m)	3	2	0	
<i>6. Effective Communication:</i> [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.3, 5.4]	Standard 7 – Planning for Instruction and Standard 8 – Instructional Strategies	2	3	0	
<i>7. Instructional Planning Methods:</i> [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.3]	Standard 7: Planning for Instruction	2	3	0	
<i>8. Assessment:</i> [CEC Initial Preparation Standard 4 - Assessment: 4.1, 4.2, 4.3, 4.4]	Standard 7 – Planning for Instruction and Standard 6: Assessment	3	1	1	

<b>9. Professional and Ethical Practice: [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.1, 6.2, 6.3]</b>	<b>Standard 7 – Planning for Instruction and Standard 9 – Professional and Ethical Practice</b>	<b>3</b>	<b>1</b>	<b>1</b>	
<b>10. Collaboration: [CEC Initial Preparation Standard 7 - Collaboration: 7.1, 7.2, 7.3]</b>	<b>Standard 7 – Planning for Instruction and Standard 10 – Leadership and Collaboration</b>	<b>4</b>	<b>1</b>	<b>0</b>	

## CHILDHOOD SPECIAL EDUCATION CLINICAL PRACTICE: **PLANNING DATA**

UNIT DIMENSIONS CEC Alignments	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: SPRING 2017 N = 5			
		Exemplary <b>SCORE 3</b> Grade Range: A-/A (90-100)	Competent <b>SCORE 2</b> Grade Range: B-/B/B+ (80-89)	Emerging <b>SCORE 1</b> Grade Range: C/C+ (70-79)	Unsatisfactor <b>y</b> <b>Score 0</b> Grade Range: D/F (0-69)
<i>1. Central concepts, tools of inquiry, and structures of content:</i> [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.2, 6.3]	Standard 7 – Planning for Instruction and Standard 4 – Content Knowledge: 4(a), 4(o), 4(p)	1	3	1	
<i>2. Development and Characteristics of Learners:</i> [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]. [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]	Standard 7 – Planning for Instruction and Standard 1 – Learner Development: 1(a), 1(b), 1(d), 1(e)	1	3	1	
<i>3. Development, Learning and Motivation:</i> [CEC Initial Preparation Standard 2 - Learner Development and Individual Learning Differences: 1.1, 1.2]	Standard 7 – Planning for Instruction and Standard 2 – Learning Differences: 2(a)-2(k)	2	1	2	
<i>4. Planning and designing innovative learning experiences:</i> [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2]	Standard 7 – Planning for Instruction and Standard 5 – Application of Content	2	1	2	
<i>5. Planning and designing appropriate learning environments:</i> [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2]	Standard 7 – Planning for Instruction and Standard 3 – Learning Environment: 3(a)-3(m)	1	2	2	
<i>6. Effective Communication:</i> [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.3, 5.4]	Standard 7 – Planning for Instruction and Standard 8 – Instructional Strategies	1	2	2	
<i>7. Instructional Planning Methods:</i> [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.3]	Standard 7: Planning for Instruction	1	3	1	
<i>8. Assessment:</i> [CEC Initial Preparation Standard 4 - Assessment: 4.1, 4.2, 4.3, 4.4]	Standard 7 – Planning for Instruction and Standard 6: Assessment	1	2	2	

<b>9. Professional and Ethical Practice: [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.1, 6.2, 6.3]</b>	<b>Standard 7 – Planning for Instruction and Standard 9 – Professional and Ethical Practice</b>	<b>1</b>	<b>2</b>	<b>2</b>	
<b>10. Collaboration: [CEC Initial Preparation Standard 7 - Collaboration: 7.1, 7.2, 7.3]</b>	<b>Standard 7 – Planning for Instruction and Standard 10 – Leadership and Collaboration</b>	<b>3</b>	<b>2</b>		

**Table 1.1ri: Clinical Practice Planning Data – CE**

CLINICAL PRACTICE – PLANNING SUMMARY DATA - Fall 2014-Spring 2017

<b>DATA YEAR</b>	<b>N</b>	<b>% EMERGING C to C+</b>	<b>% COMPETENT B – to B+</b>	<b>% EXEMPLARY A- to A+</b>
Spring 2017	6	16% [1]	83% [5]	
Fall 2016		16% [1]	66% [4]	16% [1]
Spring 2016	14	14% [2]	50% [7]	36% [5]
Fall 2015		14% [2]	50% [7]	36% [5]
Spring 2015	12	8% [1]	42% [5]	50% [6]
Fall 2014		17% [2]	33% [4]	50% [6]

## Standard 1.2

**Table 1.2a: Action Research Assessment Description**

The *Action Research Study* is a capstone project that candidates complete during their senior year clinical practice seminar. 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 or middle 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 are expected to share their findings with peers, school’s administrators, their cooperating teachers, parents and key stakeholders. This year long project required at minimum 300 hours of field work.

Key Assessment: Action Research  
 Course: EDUC 481/482

**Table 1.2ai: Candidate Performance on Action Research**

All candidates across all programs 2015 (N= 23)

Performance on overall assessment

Unsatisfactory [D – F]	Emerging [C - C+]	Competent [B- - B+]	Exemplary [A- - A+]	Incomplete-none submitted
N=3; 13%	N=3; 13%	N=12; 52%	N= 4; 17.3%	N=1; 4%

CSE N=15

Standard/ Element	Unsatisfactory	Emerging	Competent	Exemplary
ACEI 1.0  CEC 3: ISCI 3 K1 ICC 7 K1 ICC 7 K1  INTASC 4	CSE Candidates N=1; 6%	CSE Candidates N=7; 46.6%	CSE Candidates: N=5; 33.33%	CSE Candidates: N=2; 13.3%
NAEYC 1	ESCE Candidates: N=0	ESCE Candidates: N=5; 71.4	ESCE Candidates: N=1; 14.28%	ESCE Candidates: N=1; 14.28%
ACEI 5.1 & 5.2	N=2; 8%	7=46.6%	N=3: 20%	N=3: 20%

ACEI 2.1	N=1; 6%	N=5 33.33%	N=8; 53.33	N=0
----------	---------	------------	------------	-----

Program: Childhood Education 2015 (n= 0)

Standard/ Element	Unsatisfactory	Emerging	Competent	Exemplary

Program: Childhood Special Education 2015 (n= 15)

Standard/ Element	Unsatisfactory	Emerging	Competent	Exemplary
CEC 3: ISCI 3 K1 ICC 7 K1 ICC 7 K1	N=1; 6%	N=7; 46.6%	N=5; 33.33%	N=2; 13.3%
CEC 5 ISCI 5 S76 ICC 7 S8	N=2; 8%	7=46.6%	N=3: 20%	N=3: 20%
CEC: IGC5 S16  IGC4 S16	N=1; 6%	N=5 33.33%	N=8; 53.33	N=0

Spring 2016 (N=24)

1					
Number of Students at Performance Levels <i>[Indicate your own performance criteria]</i>					
	Unsatisfactory [D - F]	Emerging [C - C+]	Competent [B- - B+]	Exemplary [A- - A+]	Incomplete-none submitted
ACEI: 1.0 2.1 2.3 3.1-3.5 4.0 5.1& 5.2	N=2; 8.3%	N=3; 12.5%	N=12; 50%	N=6; 25%	N=1; 4.1%

Program: Childhood Education Spring 2016 (n=1)

Standard/ Element	Unsatisfactory	Emerging	Competent	Exemplary

ACEI 1.0 CEC 3: ISCI 3 K1 ICC 7 K1 ICC 7 K1 INTASC 4			N=1: 100%	
ACEI 5.1 & 5.2		N=1: 100%		
ACEI 2.1				

Program: Childhood Special Education Spring 2016 (N=15)

Standard/ Element	Unsatisfactory	Emerging	Competent	Exemplary
ACEI 1.0 CEC 3: ISCI 3 K1 ICC 7 K1 ICC 7 K1 INTASC 4	0	N=4; 26.6	N=7; 46.6	N=4; 26.6
ACEI 5.1 & 5.2	N=1; 6.6%	N=4; 26.66%	N=8; 53.33%	N=2; 13.3%
ACEI 2.1				

All candidates across all programs spring 2017 (N=12)

1

**Number of Students at Performance Levels** *[Indicate your own performance criteria]*

	<b>Unsatisfactory</b> [D - F]	<b>Emerging</b> [C - C+]	<b>Competent</b> [B- - B+]	<b>Exemplary</b> [A- - A+]	<b>Incomplete-none submitted</b>
ACEI: 1.0 2.1 2.3 3.1-3.5 4.0 5.1& 5.2	N=0	N=3;25%	N=6;50%	N=3;25%	

Program: Childhood Special Education Spring 2017 (N=5)

Standard/ Element	Unsatisfactory	Emerging	Competent	Exemplary
ACEI 1.0  CEC 3: ISCI 3 K1 ICC 7 K1 ICC 7 K1  INTASC 4	0	N=2; 40%	N=2; 40%	N=1; 20%
ACEI 5.1 & 5.2	0	N=4; 80%	0	N=1; 20%
ACEI 2.1				

### Standard 1.3

Reference: Standard 4

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

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

## Standard 1.4

**Table 1.4a: Overall edTPA Handbook Performance**

Content	2015	2016	2017
Elementary Math	N=10; 83.33%	N=9; 100.00%	N=3; 75%
Elementary Literacy	N=10; 83.33%	N=9; 100.00%	N=3; 75%
Early Childhood	N=5; 100%	N=4; 80%	N=2; 33%
Childhood Special Education	N= 1; 100%	N=3; 100%	N=3; 100%

**Table 1.4ai: Candidate Performance on edTPA - ECSE**

Data Years PROGRAM: <b>ECSE</b>	Program Completers	Test Takers	Qualifying Score	Mean	National Median	EPP Range	% Pass Rate
<b>2014-2015</b>	<b>4</b>	<b>4</b>	<b>42</b>	<b>50.6</b>	<b>44.2</b>	<b>46-54</b>	<b>100%</b>
<b>2015-2016</b>	<b>8</b>	<b>5</b>		<b>44.3</b>		<b>41-47</b>	<b>80%</b>
<b>2016-2017</b>	<b>7</b>	<b>5</b>		<b>42.3</b>		<b>41-44</b>	<b>80%</b>
<b>Data Years PROGRAM: Early Childhood Handbook edTPA Sub-Areas</b>	<b>Program Completers</b>	<b>Test Takers</b>	<b>Qualifying Score 1-5</b>	<b>Mean</b>	<b>National Median</b>	<b>EPP Range</b>	<b>% Pass Rate</b>
<b>TASK 1: Planning for Instruction and Assessment: 2015- 2017</b>	<b>4 8 7</b>	<b>4 5 5</b>	<b>1-5</b>	<b>18 13 12.9</b>		<b>16-20.5 13-19 11-15.5</b>	<b>100% 80% 80%</b>
<b>Rubric 1: Planning for the Whole Child</b>							
<b>2014-2015 N=4</b>	<b>4</b>	<b>4</b>		<b>1-5</b>	<b>3.6</b>		<b>100%</b>
<b>2015-2016 N=5</b>	<b>8</b>	<b>5</b>	<b>1-5</b>	<b>3.2</b>		<b>3-4</b>	<b>80%</b>
<b>2016-2017 N=5</b>	<b>7</b>	<b>5</b>	<b>1-5</b>	<b>2.8</b>		<b>2-3</b>	<b>80%</b>
<b>Rubric 2: Planning to Support Varied Learning Needs</b>							
<b>2014-2015 N=4</b>	<b>4</b>	<b>4</b>	<b>1-5</b>	<b>3.8</b>			<b>100%</b>
<b>2015-2016 N=5</b>	<b>8</b>	<b>5</b>	<b>1-5</b>	<b>3.2</b>		<b>3-4</b>	<b>80%</b>
<b>2016-2017 N=5</b>	<b>7</b>	<b>5</b>	<b>1-5</b>	<b>2.4</b>		<b>2-4</b>	<b>80%</b>
<b>Rubric 3: Using Knowledge of Children to Inform</b>							

<b>Teaching and Learning</b>							
2014-2015 N=4	4	4	1-5	3.8			100%
2015-2016 N=5	8	5	1-5	2.8		2-3	80%
2016-2017 N=5	7	5	1-5	2.2		2-3	80%
<b>Rubric 4: Identifying and Supporting Vocabulary Development</b>							
2014-2015 N=4	4	4	1-5	3.8			100%
2015-2016 N=5	8	5	1-5	3.2		3-4	80%
2016-2017 N=5	7	5	1-5	3.0		0-3	80%
<b>Rubric 5: Planning Assessments to Monitor and Support Children's Learning</b>							
2014-2015 N=4	4	4	1-5	3.8			100%
2015-2016 N=5	8	5	1-5	2.8		2-4	80%
2016-2017 N=5	7	5	1-5	2.6		2-3	80%
<b>TASK 2: Instructing and Engaging Children in Learning: 2015-2017</b>	<b>4</b>	<b>4</b>	<b>1-5</b>	<b>13.7</b>		<b>14-19</b>	<b>100%</b>
	<b>8</b>	<b>5</b>	<b>1-5</b>	<b>14</b>		<b>13-16</b>	<b>80%</b>
	<b>7</b>	<b>5</b>		<b>12.6</b>		<b>11-14</b>	<b>80%</b>
<b>Rubric 6: Learning Environment</b>							
2014-2015 N=4	4	4	1-5	3.5			100%
2015-2016 N=5	8	5	1-5	3.2		3-4	80%
2016-2017 N=5	7	5	1-5	3.0		0-3	80%
<b>Rubric 7: Engaging Children in Learning</b>							
2014-2015 N=4	4	4	1-5	3.0			100%
2015-2016 N=5	8	5	1-5	3.0		2-4	80%
2016-2017 N=5	7	5	1-5	3.0		2-4	80%
<b>Rubric 8: Deepening Children's Learning</b>							
2014-2015 N=4	4	4	1-5	3.3			100%
2015-2016 N=5	8	5	1-5	2.8		2-3	80%
2016-2017 N=5	7	5	1-5	2.4		2-3	80%

<b>Rubric 9: Subject – Specific Pedagogy</b>							
<b>2014-2015 N=4</b>	4	4	<b>1-5</b>	3.1			100%
<b>2015-2016 N=5</b>	8	5	<b>1-5</b>	2.0		1-3	80%
<b>2016-2017 N=5</b>	7	5	<b>1-5</b>	2.0		1-3	80%
<b>Rubric 10: Analyzing Teaching Effectiveness</b>							
<b>2014-2015 N=4</b>	4	4	<b>1-5</b>	3.4			100%
<b>2015-2016 N=5</b>	8	5	<b>1-5</b>	3		3	80%
<b>2016-2017 N=5</b>	7	5	<b>1-5</b>	2.2		2-3	80%
<b>TASK 3: Assessing Children’s Learning: 2015-2017</b>	<b>4 8 7</b>	<b>4 5 5</b>	<b>1-5</b>	<b>16 13.8 12</b>		<b>14-18 12-17 9-16</b>	<b>100% 80% 80%</b>
<b>Rubric 11: Analysis of Children’s Learning</b>							
<b>2014-2015 N=4</b>	4	4	<b>1-5</b>	3.6			100%
<b>2015-2016 N=5</b>	8	5	<b>1-5</b>	2.4		2-3	80%
<b>2016-2017 N=5</b>	7	5	<b>1-5</b>	2.8		2-3	80%
<b>Rubric 12: Providing Feedback to Guide Learning</b>							
<b>2014-2015 N=4</b>	4	4	<b>1-5</b>	3.4			100%
<b>2015-2016 N=5</b>	8	5	<b>1-5</b>	3.0		2-4	80%
<b>2016-2017 N=5</b>	7	5	<b>1-5</b>	2.8		2-4	80%
<b>Rubric 13: Children’s Understanding and Use of Feedback</b>							
<b>2014-2015 N=4</b>	4	4	<b>1-5</b>	2.6			100%
<b>2015-2016 N=5</b>	8	5	<b>1-5</b>	2.8		2-4	80%
<b>2016-2017 N=5</b>	7	5	<b>1-5</b>	2.6		1-3	80%
<b>Rubric 14: Analyzing Children’s Vocabulary Development</b>							
<b>2014-2015 N=4</b>	4	4	<b>1-5</b>	3.0			
<b>2015-2016 N=5</b>	8	5	<b>1-5</b>	2.8		2-3	
<b>2016-2017 N=5</b>	7	5	<b>1-5</b>	2.8		2-3	
<b>Rubric 15:</b>			<b>1-5</b>				

<i>Using Assessments to Inform Instruction</i>							
2014-2015 N=4			1-5	2.9			
2015-2016 N=5			1-5	2.8		2-3	
2016-2017 N=5			1-5	3.0		2-4	

Table 1.4aii: Candidate Performance on edTPA - CSE

Data Years PROGRAM: <b>CSE</b>	Program Completers	Test Takers	Qualifying Score	Mean	National Median	EPP Range	% Pass Rate
2014-2015	12	5	41	55.6	44.2	31-60	80%
2015-2016	14	5		47.2		45-51	100%
2016-2017	5	4		46.5		40-58	100%
Data Years PROGRAM: <b>Special Education Handbook</b>	Program Completers	Test Takers	Qualifying Score 1-5	Mean	National Median	EPP Range	% Pass Rate
<b>edTPA Sub-Areas</b>							
<b>TASK 1:</b>	12	5	1-5	13.2		13-18	80%
<b>Planning for</b>	14	5		15		13-16	100%
<b>Instruction and</b>	5	4		15.2		12-19	100%
<b>Assessment: 2015-2017</b>							
<b>Rubric 1:</b> <i>Planning for Alignment and Development of Skills</i>							
2014-2015 N=5	12	5	1-5	2.3		2-3	80%
2015-2016 N=5	14	5	1-5	2.4		2-3	100%
2016-2017 N=4	5	4	1-5	2.8		2-4	100%
<b>Rubric 2: Planning Challenge and Support for the Focus Learner</b>							
2014-2015 N=5	12	5	1-5	3.4		3-4	80%
2015-2016 N=5	14	5	1-5	3.2		3-4	100%
2016-2017 N=4	5	4	1-5	3.0		2-4	100%
<b>Rubric 3:</b> <i>Justification of Instruction and Support</i>							

<b>2014-2015 N=5</b>	12	5	<b>1-5</b>	3.5		3-4	80%
<b>2015-2016 N=5</b>	14	5	<b>1-5</b>	3.6		3-4	100%
<b>2016-2017 N=4</b>	5	4	<b>1-5</b>	3.8		3-5	100%
<b>Rubric 4: Supporting the Focus Learner's Use of Expressive and/or Receptive Communication</b>							
<b>2014-2015 N=5</b>	12	5	<b>1-5</b>	3.0		2-4	80%
<b>2015-2016 N=5</b>	14	5	<b>1-5</b>	3.0		0-3	100%
<b>2016-2017 N=4</b>	5	4	<b>1-5</b>	3.3		2-4	100%
<b>Rubric 5: Planning Assessments to Monitor and Support Learning</b>							
<b>2014-2015 N=5</b>	12	5	<b>1-5</b>	2.2		1-3	80%
<b>2015-2016 N=5</b>	14	5	<b>1-5</b>	2.8		2-3	100%
<b>2016-2017 N=4</b>	5	4	<b>1-5</b>	2.5		2-3	100%
<b>TASK 2: Instructing and Engaging the Focus Learner: 2015-2017</b>							
	<b>12</b>	<b>5</b>		<b>17.5</b>		<b>16.5-19</b>	<b>80%</b>
	<b>14</b>	<b>5</b>	<b>1-5</b>	<b>17.2</b>		<b>16-19</b>	<b>100%</b>
	<b>5</b>	<b>4</b>		<b>15.2</b>		<b>11-19</b>	<b>100%</b>
<b>Rubric 6: Learning Environment</b>							
<b>2014-2015 N=5</b>	12	5	<b>1-5</b>	3.9		3-5	80%
<b>2015-2016 N=5</b>	14	5	<b>1-5</b>	3.4		3-5	100%
<b>2016-2017 N=4</b>	5	4	<b>1-5</b>	3.3		3-4	100%
<b>Rubric 7: Engaging the Focus Learner</b>							
<b>2014-2015 N=5</b>	12	5	<b>1-5</b>	3.6		3-4	80%
<b>2015-2016 N=5</b>	14	5	<b>1-5</b>	3.8		3-4	100%
<b>2016-2017 N=4</b>	5	4	<b>1-5</b>	3.5		3-4	100%
<b>Rubric 8: Deepening Learning</b>							
<b>2014-2015 N=7</b>	12	5	<b>1-5</b>	3.3		3-4	80%
<b>2015-2016 N=5</b>	14	5	<b>1-5</b>	3.4		3-4	100%
<b>2016-2017 N=4</b>	5	4	<b>1-5</b>	3.3		3-4	100%
<b>Rubric 9: Supporting Teaching and Learning</b>							
<b>2014-2015 N=5</b>	12	5	<b>1-5</b>	2.8		2-3	80%

<b>2015-2016 N=5</b>	14	5	<b>1-5</b>	3.4		3-4	100%
<b>2016-2017 N=4</b>	5	4	<b>1-5</b>	3.0		2-4	100%
<b>Rubric 10: Analyzing Teaching Effectiveness</b>							
<b>2014-2015 N=5</b>	12	5	<b>1-5</b>	2.9		2-4	80%
<b>2015-2016 N=5</b>	14	5	<b>1-5</b>	3.4		3-4	100%
<b>2016-2017 N=4</b>	5	4	<b>1-5</b>	2.8		2-4	100%
<b>TASK 3: Assessing Learning: 2015-2017</b>							
	<b>12</b>	<b>5</b>		<b>14.1</b>		<b>10.5-18</b>	<b>80%</b>
	<b>14</b>	<b>5</b>	<b>1-5</b>	<b>14.8</b>		<b>13-19</b>	<b>100%</b>
	<b>5</b>	<b>4</b>		<b>14.2</b>		<b>10-20</b>	<b>100%</b>
<b>Rubric 11: Analyzing the Focus Learner's Performance</b>							
<b>2014-2015 N=5</b>	12	5	<b>1-5</b>	2.4		1-4	80%
<b>2015-2016 N=5</b>	14	5	<b>1-5</b>	2.0		0-1	100%
<b>2016-2017 N=4</b>	5	4	<b>1-5</b>	2.0		1-4	100%
<b>Rubric 12: Using Feedback to Guide Further Learning</b>							
<b>2014-2015 N=5</b>	12	5	<b>1-5</b>	3.4		3-4	80%
<b>2015-2016 N=5</b>	14	5	<b>1-5</b>	3.6		3-5	100%
<b>2016-2017 N=4</b>	5	4	<b>1-5</b>	3.5		3-4	100%
<b>Rubric 13: Learner Understanding and Use of Feedback</b>							
<b>2014-2015 N=5</b>	12	5	<b>1-5</b>	2.5		2-3	80%
<b>2015-2016 N=5</b>	14	5	<b>1-5</b>	3.4		0-3	100%
<b>2016-2017 N=4</b>	5	4	<b>1-5</b>	3.0		2-4	100%
<b>Rubric 14: Explaining the Focus Learner's Use of Communication</b>							
<b>2014-2015 N=5</b>	12	5	<b>1-5</b>	2.4		1-3	80%
<b>2015-2016 N=5</b>	14	5	<b>1-5</b>	3.6		3-4	100%
<b>2016-2017 N=4</b>	5	4	<b>1-5</b>	3.5		3-5	100%
<b>Rubric 15: Using Assessments to Inform Instruction</b>							
<b>2014-2015 N=5</b>	12	5	<b>1-5</b>	3.0		2-4	80%
<b>2015-2016 N=5</b>	14	5	<b>1-5</b>	3.2		3-4	100%

2016-2017 N=4	5	4	1-5	3.0		0-3	100%
---------------	---	---	-----	-----	--	-----	------

Table 1.4aiii: Candidate Performance on edTPA - CE

Data Years PROGRAM: <b>CE/CSE</b>	Program Completers	Test Takers	Qualifying Score	Mean	National Median	EPP Range	% Pass Rate
2014-2015	12	7	42	50.8	44.2	41-59	86%
2015-2016	15	4		60.8		49-67	100%
2016-2017	5	0		N/A		N/A	N/A
Data Years PROGRAM: <b>Elementary Education Handbook</b>	Program Completers	Test Takers	Qualifying Score 1-5	Mean	National Median	EPP Range	% Pass Rate
edTPA Sub-Areas							
<b>TASK 1: Planning for Literacy Instruction and Assessment: 2015- 2017</b>	12 15 5	7 4 0	1-5	15.8 16.5 0		15-18 15-19 0	86% 100% NA
<b>Rubric 1: <i>Planning for Literacy Learning</i></b>							
2014-2015 N=7	12	7	1-5	3.1		3-4	86%
2015-2016 N=4	15	4	1-5	3.3		3-4	100%
2016-2017 N=0	5	0	1-5	0		0	NA
<b>Rubric 2: <i>Planning to Support Varied Student Learning Needs</i></b>							
2014-2015 N=7	12	7	1-5	3.3		3-4	86%
2015-2016 N=4	15	4	1-5	3.5		3-4	100%
2016-2017 N=0	5	0	1-5	0		0	NA
<b>Rubric 3: <i>Using Knowledge of Students to Inform Teaching and Learning</i></b>							
2014-2015 N=7	12	7	1-5	2.0		3-4	86%
2015-2016 N=4	15	4	1-5	3.3		3-4	100%
2016-2017 N=0	5	0	1-5	0		0	NA
<b>Rubric 4: <i>Identifying and Supporting Language Demands</i></b>							

<b>2014-2015 N=7</b>	12	7	1-5	2.8		2-3	86%
<b>2015-2016 N=4</b>	15	4	1-5	4.0		2-4	100%
<b>2016-2017 N=0</b>	5	0	1-5	0		0	NA
<b>Rubric 5: Planning Assessments to Monitor and Support Student Learning</b>							
<b>2014-2015 N=7</b>	12	7	1-5	3.1		3-4	86%
<b>2015-2016 N=4</b>	15	4	1-5	3.3		2-4	100%
<b>2016-2017 N=0</b>	5	0	1-5	0		0	NA
<b>TASK 2: Instructing and Engaging Students in Literacy Learning</b>							
	<b>12</b>	<b>7</b>		<b>13.3</b>		<b>3-17</b>	<b>86%</b>
	<b>15</b>	<b>4</b>	<b>1-5</b>	<b>16.7</b>		<b>15-19</b>	<b>100%</b>
	<b>5</b>	<b>0</b>		<b>0</b>		<b>0</b>	<b>NA</b>
<b>Rubric 6: Learning Environment</b>							
<b>2014-2015 N=7</b>	12	7	1-5	2.8		F-4	86%
<b>2015-2016 N=4</b>	15	4	1-5	3.3		3-4	100%
<b>2016-2017 N=0</b>	5	0	1-5	0		0	NA
<b>Rubric 7: Engaging Students in Learning</b>							
<b>2014-2015 N=7</b>	12	7	1-5	2.5		F-4	86%
<b>2015-2016 N=4</b>	15	4	1-5	4.0		2-4	100%
<b>2016-2017 N=0</b>	5	0	1-5	0		0	NA
<b>Rubric 8: Deepening Student Learning</b>							
<b>2014-2015 N=7</b>	12	7	1-5	2.8		F-4	86%
<b>2015-2016 N=4</b>	15	4	1-5	4.0		2-4	100%
<b>2016-2017 N=0</b>	5	0	1-5	0		0	NA
<b>Rubric 9: Subject-Specific Pedagogy: Elementary Literacy</b>							
<b>2014-2015 N=7</b>	12	7	1-5	2.4		F-3	86%
<b>2015-2016 N=4</b>	15	4	1-5	4.0		2-4	100%
<b>2016-2017 N=0</b>	5	0	1-5	0		0	NA
<b>Rubric 10: Analyzing Teaching Effectiveness</b>							

<b>2014-2015 N=7</b>	12	7	1-5	3.0		0-3	86%
<b>2015-2016 N=4</b>	15	4	1-5	3.0		0-3	100%
<b>2016-2017 N=0</b>	5	0	1-5	0		0	NA
<b>TASK 3: Assessing Students' Literacy Learning</b>	<b>12</b> <b>15</b> <b>5</b>	<b>7</b> <b>4</b> <b>0</b>	<b>1-5</b>	<b>15</b> <b>13.5</b> <b>0</b>		<b>14-19</b> <b>8-20</b> <b>0</b>	<b>86%</b> <b>100%</b> <b>NA</b>
<b>Rubric 11: Analysis of Student Learning</b>							
<b>2014-2015 N=7</b>	12	7	1-5	3.0		3-4	86%
<b>2015-2016 N=4</b>	15	4	1-5	3.8		3-5	100%
<b>2016-2017 N=0</b>	5	0	1-5	0		0	NA
<b>Rubric 12: Providing Feedback to Guide Further Learning</b>							
<b>2014-2015 N=7</b>	12	7	1-5	3.1		3-4	86%
<b>2015-2016 N=4</b>	15	4	1-5	3.5		2-4	100%
<b>2016-2017 N=0</b>	5	0	1-5	0		0	NA
<b>Rubric 13: Student Understanding and Use of Feedback</b>							
<b>2014-2015 N=7</b>	12	7	1-5	2.8		2-4	86%
<b>2015-2016 N=4</b>	15	4	1-5	3.3		2-4	100%
<b>2016-2017 N=0</b>	5	0	1-5	0		0	NA
<b>Rubric 14: Analyzing Students' Language Use and Literacy Learning</b>							
<b>2014-2015 N=5</b>	12	7	1-5	2.8		2-3	86%
<b>2015-2016 N=4</b>	15	4	1-5	4.0		2-4	100%
<b>2016-2017 N=0</b>	5	0	1-5	0		0	NA
<b>Rubric 15: Using Assessment to Inform Instruction</b>							
<b>2014-2015 N=7</b>	12	7	1-5	3.2		2-4	86%
<b>2015-2016 N=4</b>	15	4	1-5	3.3		3-4	100%
<b>2016-2017 N=0</b>	5	0	1-5	0		0	NA
<b>TASK 4: Assessing Students' Mathematics Learning</b>	<b>12</b> <b>15</b> <b>5</b>	<b>7</b> <b>4</b> <b>0</b>	<b>1-5</b>	<b>8.9</b> <b>8</b> <b>0</b>		<b>7-11</b> <b>E-12</b> <b>0</b>	<b>86%</b> <b>100%</b> <b>NA</b>

<b>Rubric 16: <i>Analyzing Whole Class Understanding</i></b>							
<b>2014-2015 N=7</b>	12	7	1-5	3.1		2-4	86%
<b>2015-2016 N=4</b>	15	4	1-5	4.0		0-4	100%
<b>2016-2017 N=0</b>	5	0	1-5	0		0	NA
<b>Rubric 17: <i>Analyzing Individual Student Work Samples</i></b>							
<b>2014-2015 N=7</b>	12	7	1-5	3.0		2-4	86%
<b>2015-2016 N=4</b>	15	4	1-5	4.0		2-4	100%
<b>2016-2017 N=0</b>	5	0	1-5	0		0	NA
<b>Rubric 18: <i>Using Evidence to Reflect on Teaching</i></b>							
<b>2014-2015 N=7</b>	12	7	1-5	2.8		2-3	86%
<b>2015-2016 N=4</b>	15	4	1-5	3.5		1-4	100%
<b>2016-2017 N=0</b>	5	0	1-5	0		0	NA

### Standard 1.5

**Table 1.5a Candidates Performance on Clinical Practice – Technology**

<b>Dimension/Rubric Element</b>	<b>N</b>	<b>Exemplary</b>	<b>Competent</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
<b>PLANNING RUBRIC</b>	<b>Term</b>				

<p><b><i>Planning and designing innovative learning experiences:</i></b> Special education candidate uses an understanding of developmentally appropriate learning practices and evidence-based instructional strategies, including Response to Intervention (RTI), Positive Behavioral Support (PBS), environmental routines, individual and cooperative projects, inquiry experiences and systematic instruction to enhance critical thinking, problem solving and performance skills. Plan emphasizes the importance of learning experiences on the development, maintenance, and generalization across settings and over time for students with ELN. Candidate identifies sources of specialized materials, curricula, resources and includes strategies for integrating student initiated learning experiences into instruction and adaptations and technology for students with ELN. [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2] INTASC Standard 7 – Planning for Instruction and Standard 5 – Application of Content]</p>	<p>N=12 FA 14</p>	4	6	2	0
	<p>SP 15</p>	7	4	1	0
	<p>N=14 FA 15</p>	5	8	1	0
	<p>SP 16</p>	7	6	1	0
	<p>N=5 FA 16</p>	3	2	0	0
	<p>SP 17</p>	2	1	2	0
<p><b><i>Instructional Planning Methods:</i></b> Special education candidate demonstrates understanding of how best to teach, and is guided by individualized decision-making and instruction to create and select teaching methods, activities and materials that are aligned with NY State Learning Standards in the general curriculum and emphasizes adaptations, including accommodations and modifications for students with ELN. Candidate discusses theories and research that form the basis of curriculum development and instructional practice, the scope and sequence of general and special education curricula, and the NY curricular standards addressed in the lesson. Candidate incorporates behavior</p>	<p>N=14 FA 15</p>	5	7	2	0
	<p>SP 16</p>	7	6	1	0
	<p>N=5 FA 16</p>	2	3	0	0
	<p>SP 17</p>	1	3	1	0

<p>management with academic instruction and identifies the roles and responsibilities of cooperating teachers and support staff in instruction, intervention and direct service. <i>Technology Enhanced Instruction: Special education candidate designs developmentally appropriate learning opportunities that apply technology enhanced instruction and makes provisions for the use of assistive technology, alternative and augmentative communication strategies and devices to support the diverse needs of learners with ELN. [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.3]</i> [INTASC Standard 7: Planning for Instruction]</p>	N=12				
	FA 14	4	6	2	0
	SP 15	6	5	1	0
	N=12				
	FA 14	7	4	1	0
SP 15	8	4	0	0	
N=14					
FA 15	7	5	2	0	
SP 16	8	5	1	0	
N=5					
FA 16	3	1	1	0	
SP 17	1	2	2	0	
<p><i>Teaching Learners with Diverse Needs: Special education candidate recognizes the unique characteristics of students with exceptional learning needs and provides the support, [including augmentative and assistive technology] to encourage individual students' development, acquisition of knowledge, and motivation. [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]</i>  INTASC Standard 2 – Learning Differences: 2(a)]</p>	N=12				
	FA 14	6	5	1	0
	SP 15	6	6	0	0
	N=14				
FA 15	5	8	1	0	
SP 16	5	9	0	0	

	N=5 FA 16	2	2	1	0
	SP 17	2	2	1	0
<p><b>Using Effective Strategies to Promote Active Engagement in Learning:</b> Special education candidate understands individual and group motivation and behavior, and selects, adapts, and uses instructional strategies and materials, including research-supported methods for academic and nonacademic instruction. Candidate further identifies and teaches basic structures and relationships within and across curricula.</p> <p><b>Technology Enhanced Instruction:</b> Special education candidate implements curriculum content using developmentally appropriate adaptations and technology for all individuals with exceptional learning needs [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3] [INTASC Standard 8 – Instructional Strategies: 8(a)]</p>	N=12 FA 14	7	5	0	0
	SP 15	6	5	1	0
	N=14 FA 15	5	9	0	0
	SP 16	5	9	0	0
	N=5 FA 16	2	2	1	0
	SP 17	1	3	1	0
<p><b>Using Effective Instructional Plans:</b> Special education candidate identifies and prioritizes areas of the general curriculum, makes accommodations for individuals with exceptional learning needs, selects and uses specialized instructional strategies appropriate to the abilities and needs of the students and <b>incorporates and implements instructional and assistive technology into the lesson.</b></p> <p>Candidate prepares and organizes materials to implement daily lesson plans, uses instructional time effectively, implements individualized reinforcement systems and environmental modifications at levels equal to the intensity of students' behaviors.</p> <p>Candidate makes responsive adjustments to instruction based on continual observations, and evaluates and modifies instructional practices in response to ongoing assessment data.</p>	N=14 FA 15	6	6	2	0
	SP 16	6	6	2	0
	N=5 FA 16	3	1	1	0
	SP 17	1	3	1	0

<p>[CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.2, 3.3]  [INTASC Standard 4 – Content Knowledge: 4(f)]  [INTASC Standard 7: Planning for Instruction: 7(a)]</p>	<p>N=12  FA 14  SP 15</p>	<p>6  6</p>	<p>5  4</p>	<p>1  2</p>	<p>0  0</p>
<p><b>Mathematics Rubric</b></p> <p><b>Use appropriate adaptations and technology for all individuals with exceptional learning needs</b></p>	<p>N=12  FA 14  SP 15</p>	<p>6  6</p>	<p>6  5</p>	<p>0  1</p>	<p>0  0</p>
	<p>N=14  FA 15  SP 16</p>	<p>5  5</p>	<p>6  7</p>	<p>3  2</p>	<p>0  0</p>
	<p>N= 5  FA 16  SP 17</p>	<p>2  2</p>	<p>3  3</p>	<p>0  0</p>	<p>0  0</p>
<p><b>Use task analysis approaches [including technology] to solve mathematical problems</b></p>	<p>N= 12  FA 14  SP 15</p>	<p>6  6</p>	<p>4  6</p>	<p>2  0</p>	<p>0  0</p>
	<p>N=14  FA 15  SP 16</p>	<p>5  5</p>	<p>7  7</p>	<p>2  2</p>	<p>0  0</p>
	<p>N=5  FA 16  SP 17</p>	<p>2  2</p>	<p>2  2</p>	<p>1  1</p>	<p>0  0</p>



General Education Implementation Rubric	Fall 2015	Fall 2016	Fall 2017
<p>Candidates' lesson indicates knowledge of various educational elements: learning theory, curriculum, subject area knowledge, and student development. The evidence reflects that they use this knowledge to plan and implement lessons and to connect goals for learning across the curriculum. Candidates' evidence shows that they know how to motivate children's learning and engagement in learning with materials they select and create. Candidates' evidence reflects their understanding about using children's knowledge as a starting point for additional learning, about eliciting children's assumptions and preconceptions about ideas and issues, and about using exploration, hands-on activities, and problems solving processes for children to learn. Candidates' evidence reflects their use of a wide variety of materials and resources, including various forms of technology as well as human resources to support teaching and learning. Candidates' evidence includes how they provide access to and productive use of technology for their students, and how they collaborate with colleagues and specialists to promote children's learning.</p> <p>ACEI 3.1 Integrating and applying knowledge for instruction:</p>	<p>N=21</p> <p>Exemplary N=6; 28.5%</p> <p>Competent N=11; 52.5%</p> <p>Emerging N=4; 19%</p> <p>Unsatisfactory N=0</p>	<p>N=23</p> <p>Exemplary N=4; 17.3%</p> <p>Competent N=12; 52.1%</p> <p>Emerging N=6; 26%</p> <p>Unsatisfactory N=1; 4.3%</p>	<p>N=13</p> <p>Exemplary N=3; 23%</p> <p>Competent N=9; 69.2%</p> <p>Emerging N=1; 7.6%</p> <p>Unsatisfactory N=0</p>

**Table 1.5b Candidate Infusion of Technology in Clinical Practice during General Education Placement**

<b>Standard 3.5: Communication to Foster Collaboration</b>	<b>Unsatisfactory: SCORE 0 Grade Range: D/F (60-69)</b>	<b>Emerging: SCORE 1 Grade Range: C/C+ (70-79)</b>	<b>Competent: SCORE 2 Grade Range: B- /B/B+ (80-89)</b>	<b>Exemplary: SCORE 3 Grade Range: A- /A (90-100)</b>
Candidates use various media and technological tools to enhance and enrich learning.	Candidates' lessons do not meet required ACEI Standard 3.5 element.	Candidates' lessons use basic communication tools – overhead projectors, tape recorders – to aid in their teaching.	Candidates create effective and creative power point presentations for their lessons. They use some innovative technology – computer cameras and webcams – when available to enhance children's learning.	Candidates create lessons that integrate the use of technology for teaching, i.e., power point presentations and interactive video programs. They engage children in using a variety of media and technology learning tools, like Webquests, Skype, and creating videos in response to assignments, that both enrich and enhance children's engagement in learning and acquisition of content knowledge.

<b>Year</b>	<b>N</b>	<b>No Tech tools</b>	<b>Smartboard</b>	<b>PowerPoint</b>	<b>Laptops</b>	<b>Videos/ Videoclips</b>	<b>Website Resources</b>	<b>eBooks</b>	<b>Virtual Manipulative</b>
<b>2017</b>	<b>34</b>	<b>5</b>	<b>7</b>	<b>3</b>	<b>2</b>	<b>8</b>	<b>7</b>	<b>2</b>	<b>0</b>
<b>2016</b>	<b>23</b>	<b>4</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>1</b>

2015	16	0	4	4	3	4	1	1	1

**Table 1.5c: Candidate Use of Technology in Courses**

Course	Description of Technology Use
EDUC 350, Computers in Education	<p>All candidates are then required to complete EDUC 350, Computers in Education, and its co-requisite early field experience EDUC 504, Technology in the Classroom in which candidates teach students through technology- based instruction. In EDUC 350, candidates learn to use technology to support student learning (CAEP Standard 1.1, 1.2, 1.5; EPP Standard 1, 4, &amp; 5: Objectives 1.3, 4.4, 5, 3, 5.4).</p> <p>Candidates learn how to integrate audio and video objects into the Word document by including actual YouTube videos and other video sources related to the topic. Candidates also learn how to integrate images into the document. These images exist through their own personal digital repositories or through the World Wide Web. This introduces students to the next application covered, the web browser. Students learn how to use a Google search to modify search term criteria to find images and other objects that can be taken and used for educational purposes. Students eventually incorporate these images into the WebQuest.</p> <p>Using the browser, students learn how to evaluate effective Websites. The American Library Association’s (ALA) 5 Components of Information Literacy in the 2st Century are reviewed and these 5 Components are used in conjunction with relational database theory.</p> <p>Candidates create database objects including: tables, queries, forms and reports. These activities are implemented throughout the information literacy and intellectual property component of the course.</p> <p>Candidates create database records and populate the remaining fields with appropriate data. They research descriptors of their favorite movies (title, release date, actors, audience and critic ratings, movie poster, etc.). These descriptors eventually become fields in a database table. Students use the web browser to surf to a reputable site (after it’s evaluated) and provide reputable reviews from reputable periodicals. Students also learn how to embed images taken from a website into a Microsoft Access table. Students create the database table with appropriate fields (columns) and embed the images of the movie poster into the appropriate filed.</p> <p>Candidates then learn querying techniques to ask questions about the data by developing queries with criteria. For example, students query (ask) the table to display all movies that were released prior to a certain year. Students learn how to run the query to produce the appropriate results.</p>

Candidates also create forms, or, put simply, interfaces for inputting the movie data. In the form, students will be able to see their movie poster graphics along with all appropriate movie data that they've inputted through the table view. Candidates also input records into the database through the form view. Candidates create formatted, organized and hardcopy documents by creating electronic reports based on the queries they've created. The reports are grouped through several grouping methods.

Candidates create the Excel chart, Microsoft Word is then reintroduced and Microsoft linking and embedding technology is explored. Microsoft Excel is used to introduce students to spreadsheets. Candidates use the Excel formatting features to visually structure the Excel table data. Students learn how to highlight student grades in various ways and based on various conditions. For example, students learn how to use Excel to highlight various grades that are in various competency ranges with different colors.

Candidates learn how to create a memo in Word. The memo is based on a theoretical letter that teachers can send to the parents of students communicating their homework grades. The data for the Word letter comes directly through linking the Excel spreadsheet data through Mail Merge technology and several letters are created through automation. Students are shown how data that is modified through the source Excel document will automatically change in the destination Word document. Students learn how to copy the Excel chart and link it to the letter. A change in data then changes the chart elements. Candidates also learn how to embed the chart into the letter, which doesn't inherit a link; this means that data changed will not affect the chart elements.

In EDUC 350 candidates are introduced to Microsoft PowerPoint, or presentation software. Candidates learn how to create an aesthetically pleasing presentation. Students are introduced to the Ribbon and associated commands. Students learn the differences between slide animations and transitions. Several design themes are explored. Clip-art is also explored. Linking and embedding technologies are reintroduced. The presentation focuses on communicating student grades, housed in the Excel spreadsheet to appropriate education management personnel. Students are reintroduced to taking the previous Excel data and chart and linking and embedding it to the PowerPoint presentation.

Candidates learn a variety of hardware instructional technology like smartboards, screen readers, projectors, and other audio/visual equipment. The functionality of these devices is reviewed. Special attention is paid to the American with Disabilities Act and student technology accommodations using both hardware and software.

Candidates utilize Blackboard's discussion board features and learn how to construct a valid discussion board response to allow for fluid and lively communication among peers. Students watch instructor-led videos that are archived using Blackboard's Collaborate Ultra videoconferencing software.

Digication Website (for e-portfolio project): Lastly, candidates learn how to use Digication, a web-based student e-portfolio system, to share their portfolio of coursework. Students learn how to create their own e-portfolio websites and appropriately share information by revising privacy settings. An internet privacy lesson is also reviewed here. Students learn how to construct their e-portfolio pages

	practicing effective design principles. Students also learn how to put their work in an online gallery carousel of work where users can click through their work using thumbnails and preview images.
Field course EDUC 504	In EDUC 504, candidates work with faculty and classroom teachers to develop technology-based projects to implement in diverse and inclusive classrooms (CAEP Standard 2, EPP Standard 4 & 5: Objectives 4.4., 5.3, 5.4). Technology tools learned in EDUC 350 are used by candidates in all courses by candidates. EDUC 350, 355, and 457 are Hybrid courses (These courses have an Online Component). The Hybrid courses are delivered through Blackboard and Face-to-Face methodology.
Methods Courses EDUC 311 312 Teaching of Reading I and II, 315 Teaching of Mathematics, and 317 Teaching of Science	In EDUC 312, 311, 315, and 317 courses technology tools such as website resources, presentation tools, videos, eBooks, virtual manipulative and many other forms of assistive technology is used extensively for teaching, learning, and research. In EDUC 317 and EDUC 314 distance learning was used in 2015 and 2016 for collaboration with University of Puerto Rico and teaching science and social studies to candidates. In EDUC 315 and 317 candidates are required to use cloud-based technology for preparing unit plans, lesson plans, string and sharing documents. The EDUC 315 is a mathematics method course and in which candidates use virtual manipulatives to learn mathematics concept and how to use virtual manipulatives to teach students in their classrooms. In this course candidates are required to do a website research project for teaching various mathematics concepts.
EDUC 152, Introduction to Special Education,	In EDUC 152, Introduction to Special Education, candidates explore the use of assistive technology resources and equipment in supporting students with special needs in the classroom (Unit Standard 4 & 5: Objectives 5.3, 5.4). As they work with students in early field EDUC 506 and Clinical Practice (EDUC 491/492), candidates use the knowledge they developed in EDUC 152 about assistive technology to select effective tools that would support students with exceptional learning needs (Unit Standards 4 & 5: Objectives 4.4, 5.4, 5.5). EDUC 506 (Early Field Experience), Working with Small Groups of Learners, candidates create projects and case studies that use technology to support small groups of learners or intervene to enhance learners' development.
Early Childhood	<p>In the Introduction to Early Childhood Special Education class, taught in the fall. Most of the candidates from that class go on to take "Assessment in Early Childhood" in the spring candidates are further enabled to build on the early childhood / special education content introduced in the Fall as well as expand upon their previously acquired skills in the use technology. Both projects focus on using technology to summarize and effectively communicate ideas.</p> <p>The first project asks candidates to teach about both typical and atypical child development and its impact on the family, school and community (The life of the developing child with a disability autism, Down's Syndrome, fetal alcohol syndrome, etc.) At the end of this project, candidates create PowerPoint presentations; selecting key pictures, videos, and/or sounds instead to convey ideas. To develop the PowerPoint, candidates used images, texts, and graphics. The multimodal product they created is subsequently used as a study guide for peers. Candidates used PowerPoint to develop a learning object for peers that provide alternate access to the course content.</p>

	<p>Throughout the course, candidates work on a group project, which requires that they videotape their play-based assessment activities with children. The video is later analyzed and used for later analysis and for preparing their group papers and PowerPoint presentations. Through the video-analysis, they are enabled to produce detailed observations of the children as opposed to merely offering vague, general comments</p> <p>In EDUC 506, Working with Small Groups of Learners, candidates create projects and case studies that use technology to support small groups of learners or intervene to enhance learners' development.</p>
--	---

Table 1.5d Candidate Performance on Technology Enhanced Lessons: 2015

Clinical Practice Experience Assessment: College Supervisor Ratings	College Supervisor	Cooperating Teacher
		2015 N= 18
<i>Design of learning opportunities that apply technology-enhanced instructional strategies</i>	100% Competent	100% Competent
<i>Implementation of curriculum plans that include methods and strategies for applying technology to maximize student learning</i>	100% Competent	100% Competent
<i>Application of technology to facilitate a variety of effective assessment and evaluation strategies</i>	100% Competent	100% Competent

Year 2016

Clinical Practice Experience Assessment: College Supervisor Ratings	College Supervisor	Cooperating Teacher
		2016 N= 19
<i>Design of learning opportunities that apply technology-enhanced instructional strategies</i>	100% Competent	100% Competent

<i>Implementation of curriculum plans that include methods and strategies for applying technology to maximize student learning</i>	100% Competent	100% Competent
<i>Application of technology to facilitate a variety of effective assessment and evaluation strategies</i>	100% Competent	100% Competent

Year 2017

Clinical Practice Experience Assessment: College Supervisor Ratings	College Supervisor	Cooperating Teacher
	2017 N= 22	
<i>Design of learning opportunities that apply technology-enhanced instructional strategies</i>	100% Competent	100% Competent
<i>Implementation of curriculum plans that include methods and strategies for applying technology to maximize student learning</i>	100% Competent	100% Competent
<i>Application of technology to facilitate a variety of effective assessment and evaluation strategies</i>	100% Competent	

## STANDARD 2: CLINICAL PRACTICE

**The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop knowledge, skills and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development**

As candidates progress through their clinical experience, they embrace and articulate the standards of their professional areas so that they can enact the EPP's motto, "Educate to Liberate." The clinical experience ensures that **candidates have opportunities to observe and practice skills, interact with diverse and experienced teachers and administrators; engage in practical experiences in diverse school settings, particularly in high need schools; and work with students from culturally and linguistically diverse backgrounds; students of diverse socio-economic levels; and students with exceptionalities.** At the end of the clinical experience (i.e. student teaching), most candidates demonstrate professional readiness in the following competencies: 1) planning and implementing challenging learning experiences and differentiated instruction, 2) creating and organizing a learning environment for a class that has effective routines and transitions, over an extended amount of time, 3) planning meaningful learning experiences, competently integrating content knowledge sufficiently to result in content-based competencies, 4) developing and implementing appropriate assessments to inform the instruction of all learners, 5) using instructional strategies to challenge all children to meet developmentally appropriate learning, and 6) developing resumes and portfolios to support career preparation. We believe that education for the 21<sup>st</sup> century must create opportunities for cultural literacy, uniting people who are knowledgeable about their own culture and the cultures of others. Candidates engage in inquiry, reflect on the impact of the teaching/learning experience, and become change agents, transforming themselves and school communities. This shared belief is the foundation of our Conceptual Framework and is part of all faculty syllabi ([Appendix 2A: See Conceptual Framework Placed in All Syllabi](#)).

**2.1a The EPP partners with external entities provide a high-quality clinical experience. The organizational structure of the Clinical Experience integrates theory with practice to ensure coherence. Each clinical experience has a co-requisite course.** Courses and Clinical Experiences are categorized as *pre-professional, professional, and student teaching* ([see Table 2.1a: Clinical Experience Descriptive Chart](#)). Candidates gain the pedagogical knowledge and pedagogical content knowledge to address the needs of students with diverse abilities from diverse cultural, linguistic, and socio-economic backgrounds. The EPP establishes and maintains formal partnerships with P-6 school partners who are our Clinical School Faculty (i.e. cooperating teachers, principals, assistant principals, guidance counselors, parent coordinators, and math/literacy coaches). Some of our alumni are principals and

Cooperating Teachers (*see Table 2.1b: List of School Partners*). Candidates engage in supervised clinical experiences in diverse instructional conditions, developing particular competencies for the classroom, gaining practical knowledge, working with children with diverse levels of ability, and facilitating equitable access to technologies. The EPP's clinical experience adheres to a progressive model in which field experiences become increasingly complex, requiring candidates to demonstrate developing competencies, pedagogical knowledge, pedagogical content knowledge, and appropriate professional dispositions (*See Table 2.1a*). The clinical experience is summarized as follows:

**1) At the Pre-professional Level, internship opportunities are separated into beginning (i.e. shadowing professionals and observing children with and without special needs) and advanced experiences (i.e. implementing technologically enriched curriculum). Beginning Internship Opportunities have product- based assessments, and the advanced pre-professional opportunity is a performance-based assessment.**

**2) At the Professional Level, internship opportunities require candidates to work with individual learners** struggling in reading and math to conduct assessments, address behaviors and content area misconceptions, work with small groups of learners as part of Tier 2 Response to Intervention for children at-risk for reading failure. They **work with small groups** as leaders of Guided Reading Sessions that add additional support to small groups of children at-risk for reading failure who are part of the Tier 2 Response to Intervention. All assessments are performance-based.

**3) At Student Teaching,** experiences support and assess positive effects on student learning. Assessments are performance-based.

**2.1b Our Organizational Structure is our strength. It promotes co-construction, shared responsibility, and mutual benefit.** College Clinical Faculty and Cooperating Teachers collaborate in their participation is an integral component of the **organizational structure of the clinical experience**, the advisory arm of the Teacher Education Preparatory Advisory Council (TEPAC). The Clinical Coordinator is the convener and leader of TEPAC meetings. TEPAC membership is open to consenting college faculty in the Liberal Arts & Sciences who facilitate the development of candidates' content knowledge, teach education content courses, or supervise clinical experience. Through TEPAC's review and feedback, all Memoranda of Understanding (MOU) are being updated to reflect our deeper practicum experiences (*See Appendix 2.1B: MOU*). TEPAC facilitates the democratic voice of all shareholders to **co-construct terms, structure, content, and assessments of candidates' learning and clinical experiences**. Through TEPAC the following has occurred: 1) review and calibration of student teaching clinical practice rubrics, 2) review of candidate student teaching performance, 3) development and pilot of a lesson plan format for children under four years old, and 4) 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 transformation to a lab school. TEPAC shares responsibility for continuous improvement of candidates' knowledge, skills and dispositions, through monitoring the alignment to standards and appropriate translation to practice. **TEPAC's monitoring has provided the unique opportunity to initiate innovation through school partners**, particularly through some TEPAC partners who participate in 'My Brother's Keeper' Teacher Opportunity Corps (TOC). The TOC school partners have agreed to provide yearly professional development to introduce candidates to innovations and best practices within the field (*See Standard 5: Table 5.1e: Grant Projects*). This innovation requires candidates to participate in clinical experiences in schools in New York City and Buffalo, New York. Additionally, TEPAC partners pilot deeper clinical experiences, which are intended for incorporation into clinical experiences. Through TEPAC recommendations, the following changes have been made: 1) field experience EDUC 501, has been extended beyond shadowing a teacher, to shadowing all school-based professionals, 2) field experience EDUC 503 is deepened to include interviewing the parent coordinator, observing parent-teacher meetings, and interviewing guidance counselors and school psychologists. This evidences mutual involvement in ongoing decision making around partnership structure and operations (*See Appendix 2.1C: TEPAC Minutes*). **Reviews of Clinical Practice led to widely known expectations for candidates' performance on activities, on entry to and exit from the EPP.** Information is shared through Share Point for the college faculty, orientations and handbooks, Blackboard (for students), and reiterated during school-based orientation meetings. **EPP has mutually beneficial relationships with partners.** Candidates engage in curricular practices of literacy and mathematics interventions (EDUC 505 & 506) and technological enrichment (EDUC 504) (*See Clinical Experience Descriptive Chart 2.1a*). The relationship with school communities creates intimate and enriching experiences which expose candidates to culturally sensitive and responsive interactions. Formerly, TEPAC meetings were held once per semester. 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 (*See Table 2.3c Action Plan*).

**2.2 Our strength is that EPP and providers collaborate to select, prepare, evaluate, support, and retain school-based teacher educators who can serve as models of effective practice, and have the skills to mentor teacher candidates.** All cooperating teachers must have a minimum 3 years, but preferably 5 years of teaching experience, and the skills to mentor teacher candidates. Cooperating teachers must hold a current license in their teaching area (i.e. general education or special education). 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. The TEPAC participant and the Clinical Coordinator train cooperating teachers to understand their roles and responsibilities as a Cooperating Teacher during the clinical practice (See Appendix 2.2D: Clinical Practice Handbook: Roles & Responsibilities; 2.2E: Clinical Practice Handbook: Curriculum; and 2.2F Letter to cooperating Teacher2). EPP and school-based faculty interactions are crucial to our success, as they provide principals the opportunity to better address teacher-candidate's needs. Prior to the orientation meetings the Clinical Coordinator and principals discuss the candidates, and together they choose the best fit between cooperating teacher and teacher candidate. Furthermore, College Supervisors have relevant education and teaching experience to supervise and mentor candidates (Table 2.2a: Faculty Qualifications). Mentoring has resulted in several articles written by candidates and College Supervisors and were published in peer review journals based on candidates' development of Action Research Projects on innovations that address on-going challenges in the learning environment. (See Table 2.2b: Action Research Publications List). Sites, Cooperating Teachers and College Supervisors are evaluated annually to determine the adequacy of these crucial components to the development of candidates, which indicate that Sites, Cooperating Teachers and College supervisors are overall adequate, but the instruments used to evaluate them and the manual process of evaluation are inadequate (See Table 2.2c: Cooperating Teachers Site, College Supervisor Evaluation; Table – 2.3c: Action Plan). To retain our cooperating teachers, they are offered the incentive of one tuition-free course to a CUNY institution of their choice and annually given an award (See Appendix 2.2F: Letter to Cooperating Teacher and Appendix 2.2 G: Sample Award). However, the process of selection and training of Cooperating Teachers and College Supervisors has not been changed since initial national recognition. (See Action Plan-2.3C).

***The strength of assessment during the Clinical Experience is that there are multiple indicators, including key assessments at each level of clinical experience.*** Clinical experiences on the *pre-professional* level are assessed through candidates' products, such as reflections and a Mock Disability Awareness Conference /Presentation. The culminating clinical experience at the *Pre-professional level*, *EDUC 504: Technology in Education* is a key assessment and the only performance-based assessment. Candidates engage any group of students at the P-6<sup>th</sup> grade level in a WebQuest related to the school curriculum. The Webquest activity captures candidate performance as early diagnostic indicators of pedagogical knowledge, and pedagogical content knowledge. At the *Professional Level*, candidates participate in program-specific field experiences. The clinical experience assessments at this level are primarily performance-based with the exception of *EDUC 507: Curriculum, Research and Design* that requires disaggregating tasks and writing curriculum. The key assessment at the professional level for field experience is *EDUC 506 Working with Small Groups: Guided Reading*. This assessment showed

that candidates have adequate knowledge and skill in impacting student learning. However, an issue especially for Early Childhood Special Education as indicated in its SPA report is that the rubrics are more product based and quantitative than a preferred qualitative format ([Appendix 2.2H: ECSE SPA Report](#)). This implicates that actions are needed to improve rubric quality ([See Action Plan – Table 2.3c](#)). The pre-professional and professional clinical experiences are mandated by New York State Dept. of Education to total **100 hours**. The EPP surpasses this requirement. ([See Clinical Experience Descriptive Chart – Table 2.1a](#)).

The Student Teaching/Clinical Practice Level has an extensive **300-hour** experience appropriated according to programs. All candidates, irrespective of degree program, are evaluated in the same manner. College Clinical Supervisors and School based faculty (i.e. Cooperating Teachers) evaluate candidates' teaching experiences for: conceptualization, lesson planning, and implementation, use of technology, student assessment and learning, and understanding of community/culture. The College Clinical Supervisors and Cooperating Teachers observe and provide feedback, defining the strengths and weaknesses of the planning, delivery, or value added to student learning; to assess whether candidates' knowledge, skills and dispositions are applied effectively in practice ([Reference – Standard 1: Tables 1.1q-1.1qii](#)). In the **Department of Developmental and Special Education**, candidates pursue the dual BA certification with clinical practice experiences in multiple settings, and with a variety of disabilities, including: Intellectual Disabilities, Speech/Language Disorders, Autism, Traumatic Brain Injury, Cerebral Palsy, Emotional/Behavioral Disorders, and other forms of sensory, intellectual, developmental, and physical conditions. The *Early Childhood Special Education* clinical practice for the BA dual certification for Early Childhood Special Education requires three placements to include the three early childhood developmental periods (i.e. Infancy: Birth-3; Toddler: 3-5; and the young child: 1<sup>st</sup> or 2<sup>nd</sup> Grade). Candidates' placements must include special education, and inclusive general education classroom settings. Each candidate is required to complete at least 4 interdisciplinary lessons, leading with literacy or language to include cross-cutting themes of diversity and technology. The *Childhood Special Education clinical practice* dual certification preparation requires candidates' participation in the year-long clinical practice experience, in either a full inclusion setting or a cooperative team-teaching (CTT) setting. Students in self-contained placements include those classified with severe to profound levels of intellectual disabilities, speech/language disorders, autism, traumatic brain injury, cerebral palsy, and other severe and multiple disabilities. The inclusive and CTT placements may include students with mild to moderate forms of sensory, intellectual, physical and emotional/behavioral disorders. The CTT settings may sometimes include students with disabilities at age-related multi-grade levels, based on the promotion criteria set for schools. The **Department of Multicultural Early and Elementary Education**

*Childhood Education* program prepares general educators to differentiate instruction to address the needs of diverse learners in primary and upper level elementary schools. Candidates are placed in inclusive and general education classrooms. Across all degree programs, technological devices, such as The SmartBoard, are utilized as part of instructional delivery to enrich the understanding of content knowledge. The technology-based application that establishes, maintains and refines criteria for candidate selection is EXCEL. This is a challenge to our rigor and ability to fluidly make comparisons between programs. The EPP is converting to Chalk and Wire as our Assessment Platform to ensure less manual and more rigorous summaries and comparisons in order to refine criteria for candidate selection and professional development. Our school based clinical faculty are consistent. (See [Table 2.1c: Faculty Qualification Chart](#); See [Table 2.3c: Action Plan](#)).

### **2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development.**

**2.3a: Breadth:** The clinical experience is arranged sequentially, becoming more complex as candidates advance to student teaching. This high-quality clinical experience presents appropriate breadth, ranging from *observation, working with individuals, working with small groups*, and finally *the whole class student teaching experience*. The clinical experience is an integral process in the candidate's journey to licensure. These experiences are aligned to EPP standards, Special Professional Association (SPA) Standards, content area standards, and INTASC ([See Clinical Experience Description – Table 2.1a](#)). Each clinical experience is linked to a co-requisite course. All clinical experiences are supervised and provide the opportunity to apply the knowledge learned in courses to a real classroom setting. The pre-professional level is completed prior to taking methods courses and has the mandate that students observe and shadow teachers and other school-based faculty to understand the context of teaching and student learning. The *pre-professional clinical experiences* are assessed as evidence of products (e.g. reflections or presentations), while the culminating experience, EDUC 504, is performance-based. During the *professional level*, theories from methods courses are applied to student learning for individual and small groups of learners. The clinical practice/student teaching experience continues the blend of academics with the application of pedagogical knowledge and pedagogical content knowledge with the responsibility for teaching and ensuring that all students in the classroom learn. The learning experiences that candidates present provide opportunities to establish and maintain positive relationships, and promote the intellectual, social, emotional, and physical development of children. As candidates develop competencies, they continue to align instruction to students' pre-requisite knowledge, creating positive and meaningful learning experiences, with low risk of failure. Candidates apply developmentally

appropriate teaching strategies and methodologies, and functionally effective approaches to address challenging behaviors. When candidates become clinical practitioners: student teachers, they continue to apply their understanding of content-based tools of inquiry to create meaningful technologically-enhanced learning experiences for students with diverse learning needs (See Technology and Diversity Items in Clinical Practice Rubrics). As members of learning communities, candidates continually evaluate the effects of their professional decisions and actions on students, families and other professionals through the ongoing development of their Professional Portfolio that all candidates continue to score at the competent to exemplary levels every year. The field experiences at the *professional level* are primarily evaluated based on College Clinical Supervisors' assessment of the candidates' performance. At the Clinical Practice/Student Teaching level, both College Supervisor and Cooperating Teacher conduct the evaluation. This sequential and deliberate approach offers candidates real world experience in diverse settings and with diverse students.

***Coherence:*** Field experiences are supervised by full-time clinical faculty and trained part time clinical faculty to ensure adherence to the EPP's Conceptual Framework and standards, relative to programs. (See [Clinical Faculty Qualifications – Table 2.2a](#)). Additionally, the EPP's Early Field and Clinical Practice Coordinators work collaboratively with college faculty to negotiate and schedule appropriate placements to meet our field requirements. This ensures cohesion between academic and practical components of the field experiences. Partners who are school based faculty lead the orientation and debriefing sessions for all field experiences.

*Diversity* is evident in our selection of faculty, schools, and instructional conditions (see [Diversity Table 1.5x](#))

The four clinical experiences on the professional level associated with EDUC 505 and 506 that all candidates have are with students who have diverse abilities and are in diverse instructional conditions requiring individual or group support for struggles with literacy or math conceptual errors. Candidates in EDUC 506: Tier 2 Response to Intervention work with a small group of students at-risk for reading failure. (See [Clinical Practice Descriptions -Table 2.1a](#)).

***Depth:*** The depth of clinical experience is evident in its progression and the candidates increasing classroom responsibilities. Clinical experiences continually become deeper as TEPAC assesses candidates' gaps in knowledge through discussions of their performance at schools and the quality of their products (See TEPAC Minutes). Depth is evident in each degree program. As part of the Childhood Special Education and Childhood Education clinical experience activities, candidates sponsor math and

science fairs for students at a partner school. Noteworthy, the learning experiences for the Science Methods field experience has taken place in either the Brooklyn Children’s Museum or The Botanical Gardens. The Ella Baker Charles Romain Day Care Center is currently undergoing transformation to become an EPP lab school for the benefit of the Early Childhood Special Education Program. (See [Action Plan - Table 2.3c](#); See [Appendix 2B: Memoranda of Understanding](#)). When candidates advance to clinical practice, they engage in self-evaluative and reflective practices on teaching, assessing and learning in content areas. During the two-week introductory phase of the clinical experience, collaborative partnerships are encouraged as candidates familiarize themselves with their schools, administrators, cooperating teachers, students and families. Candidates reflect their views about their school’s communities, learning environments, classrooms, and the diverse characteristics and learning needs of the students by writing a snapshot of the participating school and a classroom portrait to contextualize their teaching. Candidates meet with Cooperating Teachers and College Clinical Supervisors to discuss their lesson ideas, learning goals, and curricula content based on their classroom portraits. The collaborative process for the clinical practice experience features meetings, planning, observation and feedback discussions with the candidate, Cooperating Teacher and College Clinical Supervisor. The professional standards used at the clinical practice experience are related to EPP, SPA, and INTASC (See [Appendix F-Clinical Practice Rubrics](#)). As 21<sup>st</sup> century educators, candidates incorporate the use of technology and assistive technology, and their understanding of the nature, needs and learning styles of students. ([Reference Diversity: Table 1.5x](#); and [Tables 1.5 and 1.5a: Technology Clinical Practice Rubric Items](#)). Candidates create technologically-rich learning environments and exciting learning experiences. To foster awareness of relevance and suitability of technological resources, a TEPAC recommendation is that candidates write a technology grant for the school in which they are placed (See [Appendix 2C:TEPAC Meeting Minutes](#); See [Action Plan – Table 2.3c](#)).

**Duration:** The total number of field hours required per New York State mandate, prior to student teaching, is 100 hours, regardless of degree program. The inclusion and refining of the clinical experience, *EDUC 5-310: Behavioral Intervention Plan* associated with *EDUC 310: Teaching Students with Emotional/Behavioral Disorders* expands the total clinical experience hours in Early Childhood Special Education and Childhood Special Education to over 100 hours. The clinical practice experience is completed in *one year*, with 150 field hours per semester, across Fall and Spring semesters. The number of hours for each of the field experiences is based on the complexity of each level (i.e. pre-professional/professional/student teaching).

**2.3b There are multiple based assessments with specific methods of data analysis in preparation for**

**the adoption of Chalk and Wire as the EPP assessment platform. Assessments increasingly require** critical independent thinking and competence in each degree program. Clinical Experience evaluations move from product to performance-based assessments. All candidates are assessed on 13 dispositions that evaluate competencies in creating positive, productive and culturally aware learning environments, among diverse student populations at the professional level and then twice during clinical practice: student teaching. Candidates are evaluated on standards related to *care and commitment, effectiveness and developmental appropriateness* of behavior management approaches and interactions, self-evaluation and reflective practices, and *maintaining positive and healthy relationships in a professional community* (See [Dispositions Measures -Appendix 2.3b J](#)). Of the many candidates that have had their Dispositions assessed since 2006, none have ever had less than a competent evaluation during their clinical practice experience.

Each semester candidates submit a clinical practice binder. The binder contains *School/Classroom Portrait, Completed Evaluation Forms from Cooperating Teacher/ and College Clinical Supervisor Conceptualizing Essay for the learning experience, Degree -specific Learning Experience Plan, and three Exemplars of Student Work for each lesson*. The binder also includes *Class Performance Student Outcomes Charts* with completed analyses used to determine impact of candidate on student learning outcomes. At the *Pre-professional Level*, data on the key assessment measure in *EDUC 504: Computing in Education*/WebQuest show that 80% of candidates demonstrated competence. (See [Table 2.3a: Mathematics Modification Data](#)). In fall 2018, the product-based instrument will be replaced with a performance-based rubric (See [Action Plan – Table 2.3c](#)). At the *Professional Level*, the field experiences evaluate application of pedagogical competencies and content knowledge in literacy and numeracy. Pedagogical competencies are assessed in three targeted intervention measures for literacy and one for math. Data on the Math Modification assessment show that 100% in 2015, 100% in 2016 and 89% in 2017 passed this assessment, with substantial percentages of them performing at exemplary levels (41%, 42%; 50%) on most standards. Creating a positive learning environment and interacting with small groups of children with diverse learning needs allow candidates to build empathy and nurture commitment and care, honing professional dispositions. For instance, the two clinical experiences that have most evolved towards its assessments being performance based are summarized. Reference is made to **Standard 1: Reading Intervention Project** (See [Standard 1: Tables 1.1n and 1.1ni](#)). Data on this performance-based assessment show that candidates impacted student learning beyond the 35% benchmark to between 37% -90% among K-3 graders.

*The Clinical Practice Experience:* As a prelude to the adoption of Chalk and Wire, experimentation with three statistical analyses were conducted (i.e one for each degree program). To explore reliability, rubrics

for *Early Childhood Special Education*, *Childhood Special Education*, and *Childhood Education* were calibrated by Clinical Faculty in April 2017, by TEPAC members in April 2017, November 2017, and June 2018. (See [TEPAC Minutes- Appendix 2C](#)). For *Early Childhood Special Education* an analysis of inter-rater reliability was piloted for the new Clinical Practice ECSE Rubric, with INTASC levels disaggregated into *Basic*, *Intermediate* and *Advanced Abilities*. Inter-rater analysis indicated that the Cooperating Teacher rated the candidate significantly higher than the College Supervisor (See [Table 2.3b: Statistical Analyses](#)). For *Childhood Special Education* – candidate ELA and math instruction showed that 60% - 100% had positive student learning outcomes. For *Childhood Education* - analyses were conducted to *deepen understanding of candidates' facility, and application of content knowledge*. It was found that most candidates had competent to exemplary outcomes.

**Statistical analyses will be conducted for each program. The EPP will now have a platform to discuss the reliability of its instruments, content knowledge application and understanding, and will minimize bias and allow for wider reporting on student learning outcomes (see [Table 2.3c: Action Plan](#)).**

## **STANDARD 2**

### **List of Tables, Figures, Charts & Appendices**

#### **2.1**

Table 2.1a: Clinical Experiences Descriptive Chart

*Table 2.1b: List of School Partners*

Reference Table: Standard 5:

*Table 5.1e: Grant Projects*

#### **2.2**

Table 2.2a: Faculty Qualifications

Table 2.2b: Action Research Publications List

Table 2.2c: Cooperating Teachers, Site and College Supervisor Evaluation

Reference Tables: Standard 1

*Table 1.1q: Clinical Practice Implementation Data -ECSE*

*Table 1.1qi: Clinical Practice Implementation Data - CSE*

*Table 1.1qii: Clinical Practice Implementation Data – CE*

#### **2.3**

Reference Tables: Standard 1

*Table 1.5X: Diversity Table*

*Table 1.5X: Technology Table*

Reference Tables: Standard 1

*Tables 1.5 ad 1.5a: Technology Clinical Practice Rubric Items*

Table 2.3a: Mathematics Modification Summary Data

Reference Table: Standard 1

*Table 1.1n: Candidate Performance on Reading Intervention Project*

*Table 1.1ni: Student Learning Outcomes from Reading Intervention Project*

Table 2.3b: Statistical Analyses on Clinical Practice

Table 2.3c: Standard 2 Action Plan

#### **APPENDICES**

Appendix 2A: EPP Conceptual Framework in Syllabus

Appendix 2.1B: Memoranda of Understanding

Appendix 2.1C: TEPAC Minutes

Appendix 2.2D: Clinical Practice Handbook: Roles & Responsibilities

Appendix 2.2E: Clinical Practice Handbook: Clinical Curriculum;

Appendix 2.2F: Letter to Cooperating Teacher

Appendix 2.2G: Sample Award

Appendix 2.2H: ECSE SPA Report

Appendix 2.3bJ: Dispositions

## CAEP 2 STANDARD TABLES

### 2.1

Table 2.1a Clinical Experience Chart

Clinical Experiences		
Pre-professional (Prior to Methods Courses)At the Pre-professional level, candidates use EPP Standards		
EDUC 501: Shadowing Professionals  <i>Co-requisite:            EDUC 102:            Introduction to            the World of the            Learner</i>  <b>(6 hours)</b>	<b>Description</b>	Introduces candidates to diverse instructional conditions and diverse students. Candidates participate in structured observations of teachers as they plan and deliver instruction, paying particular attention to instructional strategies used and interactions with students and engagement in the school community. personal Candidates begin to recognize the personal, cultural and social impact teachers have on their students (introduces candidates to diverse instructional conditions and diverse students. Candidates develop personal and global consciousness as they observe teachers interaction and reaction to diverse students. Candidates begin to recognize the personal, cultural and social impact teachers have on their students
	<b>Diversity</b>	The demographics of partner schools for this experience include urban general education and inclusive settings that cater to students from diverse ethnic and socioeconomic backgrounds that represent the diaspora of Central Brooklyn.
	<b>Technology</b>	The teachers selected must use technology proficiently and understand its potential as a tool for teaching and learning. Through these observations, candidates gain an understanding of just and fair interactions, respecting and valuing the diversity of students and their particular talents and abilities Candidates observe teachers selecting teaching methods that are aligned with New York State standards for student learning.
	<b>Standards</b>	MEC Personal and Global Consciousness Standard 2.1  MEC Standard Commitment and Care: 8.2)

		MEC Knowledge 1.7 MEC Knowledge 1.3 Aligned to INTASC 1,2,3,&4
	<b>Type of Assessment</b>	Product: Reflection
	<b>Improvements</b>	Through TEPAC, this experience has evolved to include shadowing leadership professionals, such as Principals and Assistant Principals. See TEPAC Recommendations.
<b>EDUC 502: Observing Students in Inclusive and Special Education Settings</b>  <i>Co-requisite EDUC 152- Introduction to Special Education</i>  <b>(6 hours)</b>	<b>Description</b>	This field experience provides candidates with an opportunity to contextualize understanding of how children learn and develop, provides practice in identifying varying patterns of learning and development, observing special education, and the nature and needs of children with exceptional learning needs, as well as the content learned in the co-requisite course <i>EDUC 152 – Introduction to Special Education</i> . This field experience enables candidates to know that every learner can meet high standards and that all learners should be challenged to meet increasingly more complex goals.
	<b>Diversity</b>	Candidates can make comparisons of the teaching and learning experiences of diverse students with disabilities in these different placements.
	<b>Technology</b>	Candidates observe students using technology, including assistive technology as a path to new and effective ways of teaching and learning
	<b>Standards</b>	MEC Knowledge Standard 1.10 & 1.11 MEC Creativity Standard: 4.4 Aligned to INTASC 3,5,9 & 10
	<b>Type of Assessment</b>	Product: Mock Conference/Poster Presentation during which small groups of candidates collaborate to orally present information learned about specific disabilities, and 2) reflective group papers on their disability topics and the connections made to their field experiences
	<b>Improvements</b>	n/a

<b>EDUC 503: Parents and Communities as Partners</b>  <i>Co-requisite EDUC 231- Child Development</i>  <b>(6 hours)</b>	<b>Description</b>	Candidates learn the roles that parent/families and the larger community play in children’s school lives. Under the supervision of Unit faculty, candidates attend and participate in school-based community events. They observe and interact informally with parent coordinators, parents, teachers and students at these events and write an essay about their observations. Candidates observe how parents, teachers, administrators, support staff, and members of the community work together
	<b>Diversity</b>	Make connections to developmental theories with regard to understanding diverse cultures and communities and students’ individual differences, social interactions and collaborative learning environments, among others
	<b>Technology</b>	Candidates use technology to summarize their observations.
	<b>Standards</b>	MEC Collaboration Standard: 7.2)  Aligned to INTASC 6
	<b>Type of Assessment</b>	Product: Analytic & Reflective Essay
	<b>Improvements</b>	Through TEPAC ‘s recommendation, this experience has evolved to include shadowing and interviewing Parent Coordinator, Guidance Counselor, and Numeracy and Literacy Coaches.
<b>EDUC 504: Technology in the Classroom:</b>  <i>Co Requisite: EDUC 350 Computers in Education</i>  <b>(6 hours)</b>	<b>Description</b>	Developing the WebQuest immerses students in the recursive cycle of learning , retrospection, revision and modification until the webquest is an appropriate learning tool. Candidates use Standard Written English and dominant dialects where appropriate
	<b>Diversity</b>	Candidates work with small groups of learners and teachers in general and inclusive classrooms in
	<b>Technology</b>	Candidates to apply and integrate technology, including assistive technology in teaching and learning contexts to support student learning. Students have diverse needs requiring different modifications to the web quest to suit their needs through the utilization of Microsoft Accessibility Candidates design and develop a WebQuest.
	<b>Standards</b>	MEC Standard Knowledge: 1.1  MEC Standard Analytical Thinking: 3.3

		MEC Standard Effective Communication 6.1 Aligned to INTASC 5-8
	<b>Type of Assessment</b>	Key Assessment  Moving from Product to Performance. Candidates will be guided in using appropriate evaluations to measure the effects of this project on instructional classroom practices using performance rubrics to evaluate their performance in executing the WebQuest with small groups of students.
	<b>Improvements</b>	Through TEPAC's recommendation, this experience evolved to require tighter alignment with the school curriculum.
<b>Professional</b>	(Methods Courses) At the professional level, the standards used are program specific Special Professional Association (SPA) standards. Candidates are placed in settings that correspond to their degree program. Candidates at the professional level of field experiences, are required to have more extensive application of their knowledge and skills, particularly as it impacts critical academic learning outcomes for individuals that encourages positive interactions that are mutually respectful to students and have a low risk of failure. Additionally, candidates use their understanding of content based tools of inquiry and structure of the discipline to create, learning experiences that make the discipline accessible in that short term goals are set which take into consideration student understanding of pre-requisite knowledge	
<b>EDUC 505: Working with Individual Learners</b> <i>Co-requisites</i>  <i>EDUC 311 – Teaching of Reading Methods I and EDUC 315 – Teaching</i>	<b>Description</b>	Candidates implement an instructional response using one or more instructional strategies to encourage a deeper understanding of literacy or numeracy content for individual learners. 10 hours executing a Reading Assessment and Instructional Plan for Struggling Readers based on findings an intervention, and 10 hours executing mathematics interventions based on a school assessment
	<b>Diversity</b>	Candidates work with individual students and engage in experiences and reflective practice on teaching and assessing learning in content areas in diverse and inclusive P-6 classroom settings.
	<b>Technology</b>	Candidates participate in a professional development where they use smart board and personal computers to analyze with school based clinical faculty student reading and math performance and work with teachers to identify the individual students to receive both reading and math interventions.
	<b>Standards</b>	CEC 3,5; NAEYC 4,5; ACEI 2.1,2.3,3.1,3.2

<i>Elementary Mathematics</i>  <b>(20 hours)</b>		CEC 3,5; NAEYC 4,5; ACEI 2.1,2.3,3.1,3.2  Aligned to INTASC 7,9& 10
	<b>Type of Assessment</b>	Performance but Rubrics are Products
	<b>Improvements</b>	Moving towards Performance Rubrics. The Math Intervention (Modified Math Lesson) as a performance assessment requires data collection for fall 2018. Both interventions have always been a performance-based activity, but the rubrics did not support this because candidates were asked to write a reflective paper describing their intervention experience and student outcomes. Now candidates are assessed based on observations of their College Supervisor of the candidate engaging the child in math interventions
<b>EDUC 506: Working with Small Groups</b>  <i>Co-requisites EDUC 312 – Teaching of Reading Methods II; EDUC 381 – Reading Methods &amp; Materials for Learners with Special Needs  For CSE &amp; CE  EDUC 314 Social Studies Methods OR EDUC 317:</i>	<b>Description</b>	Candidates continue to use their understanding of content-based tools of inquiry and structure of the discipline to create, learning experiences that make the discipline accessible. Candidates continue to use their understanding of content based tools of inquiry and structure of the discipline to create, learning experiences that make the discipline accessible. Childhood Education and Childhood Special Education candidates choose either Science or Social Studies methods to become familiar with appropriate practices (7 hours). Science methods course’s clinical experience at either the Brooklyn Botanical Gardens or the Brooklyn Children’s Museum. Social Studies methods course’s clinical experience takes place at a school. Candidates who are in the Response to Intervention work with the same children in (CE & CSE 7 hours; ECSE 13 hours) the Guided Reading Lesson Implementation Video and Reflection (CE, CSE & ECSE 7 hours)
	<b>Diversity</b>	Interventions are geared to candidates having a better understanding of diverse abilities
	<b>Technology</b>	Low end technology is integrated into the Response to Intervention, such as word wheels, pvc pipe assistive technology and other home-made devices to increase candidates’ phonological awareness and processing fluency
	<b>Standards</b>	CEC 5; NAEYC 4B&4C; ACEI 3.2  CEC 3; NAEYC 4; ACEI 2  CEC 2; NAEYC 1C; ACEI 3.4  Aligned to INTASC 5 & 10

<i>Science Methods</i>  <b>(20 hours)</b>	<b>Type of Assessment</b>	Performance: Guided Reading Implementation Video and Reflection  Performance: Tier 2 Response to Intervention (Reading Intervention-Closing the Gap)
	<b>Improvements</b>	TEPAC recommended that this learning experience evolve to become a more integrated effort because candidates work with the same students during Response to Intervention and Guided Reading
<b>EDUC 507 Curriculum Research &amp; Design</b>  <i>Co-Requisite</i>  <i>EDUC 457- Curriculum and Instruction in Childhood Education or</i> <i>EDUC 302- Curriculum and Instruction in Early Childhood Education</i>  <b>(18 hours)</b>	<b>Description</b>	Candidates' preparation includes researching and developing their own curriculum units. In this field experience, candidates spend 18 hours collecting data on student contextual information (e.g. culture, demographics, developmental needs), current curriculum practices, which include yearlong calendar curriculum mapping, gathering state and city curriculum materials and learning standards across subject areas as resources to develop their own curriculum units with content-specific representations and distinguish various learning targets as they develop curriculum and create appropriate assessments.
	<b>Diversity</b>	Gear curriculum to diverse abilities, instructional conditions and cultures
	<b>Technology</b>	Technology must be integrated in the curriculum unit. These curriculum units are program-specific and represent academic subject areas. To accomplish this task, candidates meet with Grade Level Curriculum Planning Teams in partner schools to observe and learn how to develop curriculum units in a collaborative setting.
	<b>Standards</b>	This results in the development of a program specific curriculum (NAEYC 4 &5; CEC 3 &5; ACEI 2.2 &2.4)  Aligned to INTASC 9 &10
	<b>Type of Assessment</b>	Product: Writing Interdisciplinary Curriculum
	<b>Improvements</b>	n/a
<b>EDUC 508/509</b>	<b>Description</b>	This field experience provides candidates with an understanding of assessment practices in childhood educational settings and opportunities to develop assessment-related skills. Candidates observe

<b>Assessment in Childhood / Early Childhood Education</b>  <i>Co-Requisite: EDUC 340 or EDUC 253</i>  <b>(12 hours)</b>		<p>teachers and identify the uses of assessment. They familiarize themselves with and conduct various forms of assessments used in elementary general and special education settings. Furthermore, they engage in critiquing, developing and using assessment instruments for a variety of diagnostic and progress monitoring purposes, 'particularly as it relates to students in inclusive settings. This field experience provides candidates with an understanding of assessment practices in specialized and inclusive settings and opportunities to develop assessment-related skills with young children (Birth-8) with special needs, familiarizing themselves and using various forms of assessments for young children at risk for developmental delays and young children with disabilities. In the Childhood Special Education and childhood Education programs experiences are directed to Grade 1- Grade 6 students. Furthermore, they engage in observing to learn about selection of appropriate assessment tools and the procedures used in administering them, completing observation checklists and anecdotal notes, conducting interviews with teachers to learn how IFSP or IEP goals are implemented and progress monitored.</p>
	<b>Diversity</b>	Candidates learn to assess and interpret findings of children with differing abilities.
	<b>Technology</b>	Information is gathered and analyzed using EXCEL
	<b>Standards</b>	(CEC 4; ACEI 4); (NAEYC 3; CEC ECSE: S4.9; S4.11)  Aligned to INTASC 1-10
	<b>Type of Assessment</b>	Candidates are evaluated based on a performance-based assessment, but the rubrics are geared to product based assessments. Also, a reflective essay is written to describe, analyze and summarize the assessment activities that were done. Product moving towards Performance Rubrics
	<b>Improvements</b>	Moving from product based to performance-based rubrics
<b>EDUC 5- Course Number</b>  <b>(5-310) Course Based Field Experience in EDUC 310</b>	<b>Diversity</b>	<i>Each candidate must complete AT LEAST ten hours of field experience working with teachers, support staff, a student and the student's family to implement two specific strategies aimed at changing a student's challenging behavior and develop a Behavior Intervention Plan. Usually candidates complete this field work where they are already placed. But, because it is not a separate placement that is arranged formally with a school, it is not listed as a formal placement. Childhood Special Education and Early childhood Special Education candidates are required to take the course EDUC 310.</i>
	<b>Technology</b>	Information is gathered and illustrative charts created using technology.

<i>ECSE &amp; CSE candidates only</i> <b>(10 hours)</b>	<b>Standards</b>	CEC 1, 2,5,&7 NAEYC 1 &3 INTASC 1,2,3,4,5& 10			
	<b>Type of Assessment</b>	<i>The field experience is a performance assessment; the rubric has evolved to become less of a product assessment. See 5-310.</i>			
	<b>Improvements</b>	Product moving towards Performance Rubrics			
<b>Clinical Practice</b>					
<b>Early Childhood Special Education</b>	<b>Diversity</b>	Settings have different instructional conditions, ethnicities, and socio-economic status			
	<b>Technology</b>	Use technology to gather information and integrate technology as a resource to enhance curriculum.			
	<b>Standards</b>	All NAEYC 1-6, CEC 1-7 & INTASC 1-10			
	<b>Type of Assessment</b>	Performance Rubric assessing Planning, Learning Experience Plan, Implementation, Student Outcomes, Analysis of Student Learning			
	<b>Improvements</b>	Rubrics will explicitly include content areas although it is an integrated literacy/language led curriculum			
<b>Childhood Special Education</b>	<b>Diversity</b>	Settings have different instructional conditions, different ethnicities, socio-economic status			
	<b>Technology</b>	Use technology to gather information and integrate technology as a resource to enhance curriculum.			
	<b>Standards</b>	All CEC 1-7 & INTASC 1-10			
	<b>Type of Assessment</b>	Performance Rubric assessing Planning, Learning Experience Plan, Implementation, Student Outcomes, Analysis of Student Learning			
	<b>Improvements</b>	n/a			

<b>Childhood Education</b>	<b>Diversity</b>	Settings have different ethnicities, socio-economic status
	<b>Technology</b>	Use technology to gather information and integrate technology as a resource to enhance curriculum.
	<b>Standards</b>	All ACEI 1-5 & INTASC 1-10
	<b>Type of Assessment</b>	Performance Rubric assessing Planning, Learning Experience Plan, Implementation, Student Outcomes, Analysis of Student Learning
	<b>Improvements</b>	n/a

**Table 2.1b List of School Partners :Demographic and Alumni Identification**

PARTNERSHIP SCHOOLS AND TYPE OF FIELD EXPERIENCE	% OF STUDENTS AT PROFICIENT LEVEL IN MATH AND READING		DEMOGRAPHICS (2017)										
	Math	Reading	Gender		Race					Socio-economic	Demographic Trends	ELL	SPED
Note 1)- Indicates MEC Alumni Note 2) PARTNER SINCE 2005			M	F	AA	LA	AS	WH	MU	% Rec. Red School Lunch			
PS 5 Dr. Ronald McNair School Principal L. Gates 820 Hancock St. Brooklyn, N.Y. 11233 (718) 574-2333	39.6	25.4	50	50	79	15	0	3	1	90	Largest homeless population in district  Lab School	4	32
Field: EDUC 503: Parents & Community Partners Clinical Practice													
PS 6 Norma Adams Clemons Academy Principal S. Porter 43 Snyder Ave Brooklyn, NY 11226 (718) 856-6560	20.7	17.4	49	51	72	22	1	3	0	72	-----	20	23
Field: EDUC 502: Observing Students in Clinical and Inclusive Settings Clinical Practice													
PS 26 Jesse Owens School	46	43.3	56	44	66	29	2	2	0	77	Gifted Program &	10	31

Principal Dr. C. Celestine 1014 Lafayette Ave Brooklyn, NY 11221 (718) 919-5707												Autistim Program		
Field: EDUC 502: EDUC 502: Observing Students in Clinical and Inclusive Settings Clinical Practice														
PS 44 Marcus Garvey School Principal R. James 432 Monroe St. Brooklyn, NY 11221 (718) 834-6939 <b>PARTNER SINCE 2005</b>	24.3	24.3	49	51	80	13	3	2	1	97		Increase in students from Southeast Asia & Middle East	8	24
Field: EDUC 506 (Assessment 381 ECSE, CSE& CE;) Clinical Practice														
PS 46 Edward C. Blum School Principal K. Nicholson 100 Clermont Avenue Brooklyn, NY 11205 (718) 834-7694	22.7	20.9	49	51	54	41	1	2	1	92		Increase in students from Middle East	15	32
Field: EDUC 501 Clinical Practice														
PS 81	10	17.9	45	55	56	36	3	0	1	94			21	34

Thaddeus Stevens School Principal C. Ault-Baker 990 Dekalb Avenue Brooklyn, N.Y. 11221 (718) 574-2365 <b>PARTNER SINCE 2005</b>														
EDUC 504 Clinical Practice														
PS 92 Adrian Hegeman School Principal Dr. Samerson 601 Parkside Ave Brooklyn, New York 11226 (718)462-2088	17.9	19.8	52	48	73	16	9	1	0	87	_____	22	18	
TOC EDUC Field Experience Clinical Practice														
PS 108 Sal Abbracciamento School Principal C Hahn Assistant Principal Espinal 200 Linwood St. Brooklyn, N.Y. 11208 (718) 277-7010	44.7	47.8	50	50	12	79	6	1	0	71	-----	14	27	
Clinical Practice														
PS 161 Crown School	28.2	34.3	56	44	81	11	4	2	1	95	_____	3	19	

Principal Mr. M. Johnson 330 Crown Street Brooklyn, New York 11225 (718) 756-3100														
EDUC 501														
PS 181 John Steptoe School Principal Mr. V. Esannason 1023 New York Ave Brooklyn, N.Y. 11203 (718) 462-5298 <b>PARTNER SINCE 2005</b>	53	47	51	49	83	11	1	2	17	62	_____	13	19	
TOC Field Experience														
PS 249 The Caton School Principal E. Brown 18 Marlborough Rd. Brooklyn, N.Y. 11226 (718)282-8828 <b>PARTNER SINCE 2005</b>	71	60.4	51	49	42	48	6	4	0	68	_____	24	20	
EDUC 501 & 502														
PS 256 Benjamin Banneker School Principal Ms. S. Hemphill 114 Kosciuszko St	37.1	35.2	54	46	71	24	2	2	0	96	_____	9	24	

Brooklyn, N.Y. 11216 (718) 857-9820														
Clinical Practice														
PS 282 Park Slope School Principal Mr. R Hoke Asst. Principals Sidbury & St Just 180 Sixth Avenue Brooklyn, NY 11217 (718) 622-1626	30	47.1	51	49	58	27	4	10	1	59		Autism Program	5	19
EDUC 505 (311 & Assessment 315) Clinical Practice														
PS 321 William Penn School Principal L Phillips 180 Seventh Avenue Brooklyn, NY 11215 (718) 499-2412	86.7	84	50	50	4	7	6	77	5	7			3	15
Clinical Practice														
PS 375 Jackie Robinson School Principal 46 McKeever Pl Brooklyn, N.Y. 11225 (718) 693-6655	20.3	21.7	54	46	61	30	3	4	0	90		Increasing Multi-lingual Population from Africa	29	28
EDUC 501														

EDUC 503													
PS 397 Foster Laurie Principal Ms. M Monteau 490 Fenimore St. Brooklyn, N.Y. 11203 (718) 774-5200	32.3	41	50	50	80	6	3	10	1	84		16	21
TOC Field Experience													
DISTRICT 75 Principal Ms. E. Russell PS 77 62 Park Pl. Brooklyn, N. Y.11217 (718) 789-1191	---	----	83	17	44	22	14	20	0	58		24	100Inner
Clinical Practice													
Day Care Centers													
Inner Force Ms. Sween (Birth -2) Ms. Jones (3-5) 1181 E. New York Avenue Brooklyn, New York 11212 (718) 221-1246													
Clinical Practice													
Community Parents Head Start Ms. John 1809 -90 Chauncey Street Brooklyn, New York 11233 (718) 771-4002													
Clinical Practice													
Ella Baker											Lab School		

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

KEY

M=male; F=Female; AA=African American; LA=Latin American; WH= White; MU= Multi-racial

Rec Red Scl Lnch%=Receiving Reduced School Lunch

**2.1 Reference Table: Standard 5: Table 5.1e Grant Projects**

## 2.2

Table 2.2a: Faculty Qualifications

## College Clinical Faculty

NAME	GENDER	RACE/ETHNICITY				RANK or TITLE	STATUS F/T or P/T	DEGREE	AREA(S)	TEACHING/ ADMINISTRATIVE EXPERIENCE/ CERTIFICATION	Co- Requisite Courses Taught
		African- American	Latin X	Asian	Caucasian						
Siolen Ho	F			Asian American		Lecturer	PT	M.Ed.	Elementary Education	Assistant Principal SPED Supervisor K-8 NYS Supervision & Admin	N/A
Joyce Barrett- Walker	F	African- American (Southern & Caribbean Heritage)				Lecturer.	PT	M.S	Administration & Supervision	N-6 NYS Supervision & Admin Danielson Evaluator SPED	N/A
Kenneth Hoyte	M	African American				Assoc. Prof	FT	PhD BA	Neuroscience; Behavioral Science	Enrichment Teacher Special Ed Tutor Director, Centre for Cognitive Dev. Deputy Chair	EDUC 152 EDUC 310
Margaret Lafontant	F	Haitian-- American				Assistant. Prof	FT	PhD MSE BS	Developmental Psychology Bi-lingual Spec. Ed Psychology	Special Ed (0-12) N-6	EDUC 253 EDUC 231
Donna Wright	F	African American (Caribbean Heritage)				Assoc. Professor	FT	PhD M.Phil M.Ed MA	Educational Psychology Learning and Instruction	N-6 7-12 English; Social Studies Biology	EDUC 381: Reading Materials

NAME	GENDER	RACE/ETHNICITY				RANK or TITLE	STATUS F/T or P/T	DEGREE	AREA(S)	TEACHING/ ADMINISTRATIVE EXPERIENCE/ CERTIFICATION	Co- Requisite Courses Taught
		African- American	Latin X	Asian	Caucasian						
								BA	Literacy Acquisition & Remediation Basic Adult Literacy Intervention all grades	Math Basic Adult Lit Curr. Specialist Director (ToC) Chair (Dept of Ed) Co-Director (ToC)	and Methods for Special Needs
Salika Lawrence	F	Guyanese- American				Assoc. Prof	FT	PhD MA MA BA	Sociology Social Science Education	K-12 Literacy Coach Co-Director (ToC)	EDUC 311 EDUC 312 EDUC 457
Rupam Saran	F			South East Indian- American		Assoc. Prof.	FT	PhD MA BA BSc	Math, Science & Technology Childhood Math Ed Elementary Ed and Sociology Political Science & Sociology	Kindergarten Elementary Grades	EDUC 317 EDUC 315 EDUC 350
Taboara Johnson	F	Jamaican- American				Assistant Prof.	FT	Ed.D.	Educational Leadership	6-12 Social Studies Humanities ELA Assistant Principal Administrator License for NY & CA	N/A

NAME	GENDER	RACE/ETHNICITY				RANK or TITLE	STATUS F/T or P/T	DEGREE	AREA(S)	TEACHING/ ADMINISTRATIVE EXPERIENCE/ CERTIFICATION	Co- Requisite Courses Taught
		African- American	Latin X	Asian	Caucasian						
Alicia Collins	F	African- American				HEO	FT	Ed.D.	Education	Early Field Coordinator	N/A
Rosalina Diaz	F		Puerto Rican- American			Assoc Prof.	FT	Ph.D	Urban Education	Early Childhood Experience 7-12 Social Studies	EDUC 314

**Table 2.2b: Action Research Publications List**

<b>Publications</b>
Lawrence S., Johnson T., Baptiste M., Caleb A., Sieunarine C., and Similien, C. (2017). "Pre-Service Teachers' Use of Multicultural Literature," <i>Journal of Inquiry and Action in Education</i> , 9 (1), Article 3.
Lawrence S., Johnson T., Baptiste M., Caleb A., Sieunarine C., and Similien, C. (2017). "Pre-Service Teachers' Use of Multicultural Literature," <i>Journal of Inquiry and Action in Education</i> , 9 (1), Article 3.
Johnson, T., & Crafton, J. (2016). "Putting...celery stalks in the red water": Inquires & insights from a pre-service action project. <i>International Journal of Humanities Social Sciences and Education</i> . 3 (1), 95-102.
<b>Presentations</b>
Johnson, T., Andrews, A. (April, 2018). Power within: Examining a pre-service teacher's use of mindfulness activities in an urban classroom. Presentation at the Annual Meeting of the American Education Research Association (AERA), New York, NY.
Lawrence, S. A. & Johnson, T. (November, 2016). Pre-service teachers' culturally relevant literacy instruction for linguistically diverse students. Paper to be presented at National Council of Teachers of English Annual Conference, Atlanta, GA.
Lawrence, S. A., Johnson, T., Baptiste, M. (November, 2016). Using Culturally Relevant Texts in Elementary Classrooms. Paper presented at the 2016 Annual Conference, New York State Reading Association, Saratoga Springs, NY

**Table 2.2c: Cooperating Teachers, Site and College Supervisor Evaluations**

**(with observations)**

**2017**

The tables below summarize teacher candidates’ evaluation of: (a) Clinical Practice Sites (b) Cooperating Teacher, and (c) College Supervisor. Rating sheets were collected from a total of 32 binders. Not all binders contained rating forms for all three categories for evaluation. A sample of 8 complete set of rating sheets were used. Confusion in the use of forms have persisted. Forms should be used via an electronic system that will reduce human error. The information recorded reflects the number of teacher candidates who assigned ratings against the standards indicated. All candidates affirm that placements are with diverse students in organized orderly classroom settings where best teaching practices are observed. However, two of the sites did not incorporate candidates into its professional development and one did not provide access to resources. One candidate claimed that cooperating teachers’ orientation to clinical practice needed to improve and that collaboration with the EPP was not apparently valued. Two Cooperating Teachers were emerging in their incorporation of technology and interdisciplinary/integrated curricula practices and encouragement in students’ use of academic language was lacking. Two candidates stated that the College Supervisor had emerging ability in discussing New York learning standards. Following the table is a detailed analysis of issues with the forms used to evaluate Clinical Practice Sites, Cooperating Teacher and College Supervisor.

<b>Cooperating Teacher (N=8)</b>					
<i><b>Standard 1</b> – The college supervisor/cooperating teacher’s knowledge and skills are utilized to develop MEC teacher candidate’s professional knowledge, skills and dispositions.</i>					
		<b>Exemplary</b>	<b>Competent</b>	<b>Emerging</b>	<b>Unacceptable</b>
1	Is credentialed in the subject areas in which she/he is teaching	9	0	0	0
2	Discusses instruction in compliance with New York State Learning Standards	8	1	0	0
3	Models and/or identifies use of “best practices’ and techniques in instruction and assessment	6	3	0	0
4	Assists teacher candidate in the use of best practices	8	1	0	0

5	Discusses the use of differentiated instruction to meet the needs of diverse learners	6	2	1	0
6	Discusses the use of effective behavioral modification techniques	5	2	2	0
7	Discusses creative, appropriate resources, materials and technology in instruction	5	2	2	0
8	Discuss interdisciplinary/integrated curricular practices	5	2	1	0
9	Discusses the importance of academics language	5	2	1	0
10	Discusses the importance of engaging students	5	4	0	0
<b>Standard 2 –The cooperating teacher’s dispositions are conducive to a positive and rewarding learning experience to the MEC teacher candidate</b>					
1	Demonstrates commitment to host and mentor a MEC teacher candidate	8	1	0	0
2	Provides frequent opportunities for MEC teacher candidate to instruct and manage individual, group and whole classes	4	3	2	0
3	Provides teacher candidate with frequent feedback about his/her practice	5	1	3	0
*4	Provides timely feedback to college supervisor on teacher candidate’s performance, attendance, punctuality and professional demeanor	5	4	0	0
5	Demonstrates a positive, respectful attitude toward the teacher candidate	8	0	2	0
6	Demonstrates a positive, respectful attitude toward the students	7	2	1	0
7	Creates a classroom environment in which issues of equity and justice are valued, practiced and promoted	7	3	0	0
8	Creates a nonthreatening classroom environment that supports receptivity	7	3	0	0

	and reciprocity between teacher and students				
<b>Clinical Practice Site (N=8)</b>					
<b>Standard 1 – School/Agency provides an exemplary model (environment) for teaching and learning for MEC Teacher Education Program candidates</b>					
4	Classrooms are composed of diverse student populations	<b>Exemplary</b>	<b>Competent</b>	<b>Emerging</b>	<b>Unacceptable</b>
		7	1	0	0
6	Classrooms are orderly, organized, with students actively involved in learning	8	0	0	0
7	Evidence of best practices in teaching and learning are visible in classrooms	7	1	0	0
<b>Standard 2 – School/Agency provides MEC Teacher Education Program candidates with opportunities to develop professional knowledge, skills and dispositions.</b>					
1	Teacher candidates are placed with cooperating teachers who meet or exceed MEC expectations	7	1	0	0
2	Teacher candidates are placed in classrooms that have diverse student populations	5	3	0	0
3	Teacher candidates are encouraged to participate in school professional development activities, e.g. workshops, faculty/grade meetings	3	2	1	2
4	Teacher candidates are provided with access to support in the use of school/agency resources, including technology and libraries	6	1	0	1
<b>Standard 3 – School/Agency creates a caring learning community and professional culture for teacher candidates (through collaboration and communication).</b>					
2	MEC School of Education personnel provide an orientation for cooperating teachers	5	3	0	1
3	Collaboration with MEC School of Education is perceived as an opportunity to contribute to the teaching profession	6	1	1	1

4	Timely feedback to the college supervisor concerning teacher candidate's attendance, punctuality and professional demeanor is provided	6	3	0	0
5	Communication with the MEC School of Education coordinator of early field and clinical experience and supervision faculty is timely and on-going	7	2	0	0

**College Supervisor (N=8)**

*Standard 1 – The college supervisor/cooperating teacher's knowledge and skills are utilized to develop MEC teacher candidate's professional knowledge, skills and dispositions.*

1	Is credentialed in the subject areas in which she/he is teaching	<b>Exemplary</b>	<b>Competent</b>	<b>Emerging</b>	<b>Unacceptable</b>
		7	1	0	0
2	Discusses instruction in compliance with New York State Learning Standards	5	1	2	0
3	Models and/or identifies use of "best practices" and techniques in instruction and assessment	7	1	0	0
4	Assists teacher candidate in the use of best practices	7	1	0	0
5	Discusses the use of differentiated instruction to meet the needs of diverse learners	8	0	0	0
6	Discusses the use of effective behavioral modification techniques	5	3	0	0
7	Discusses creative, appropriate resources, materials and technology in instruction	7	1	0	0
8	Discuss interdisciplinary/integrated curricular practices	8	0	0	0
9	Discusses the importance of academic language	8	0	0	0
10	Discusses the importance of engaging students	8	0	0	0

11	Discusses the importance of unique practices for early, special or childhood education	5	2	0	0
<b>Standard 2 –The cooperating teacher’s dispositions are conducive to a positive and rewarding learning experience to the MEC teacher candidate</b>					
1	Demonstrates commitment to host and mentor a MEC teacher candidate	7	1	0	0
2	Provides frequent opportunities for MEC teacher candidate to instruct and manage individual, group and whole classes	7	1	0	0
3	Provides teacher candidate with frequent feedback about his/her practice	7	1	0	0
4	Provides timely feedback to college supervisor on teacher candidate’s performance, attendance, punctuality and professional demeanor	7	1	0	0
5	Demonstrates a positive, respectful attitude toward the teacher candidate	8	0	0	0
6	Demonstrates a positive, respectful attitude toward the students	8	0	0	0
7	Creates a classroom environment in which issues of equity and justice are valued, practiced and promoted	8	0	0	0
8	Creates a nonthreatening classroom environment that supports receptivity and reciprocity between teacher and students	8	0	0	0
<b>Observations</b>					
<p><i>Completion of Forms</i></p> <p>Thirty-two (32) forms were retrieved from students’ binders. Issues with the forms:</p> <ul style="list-style-type: none"> <li>• Not all forms were completed with basic demographic information (names omitted, no supervisor’s name);</li> <li>• Forms for both Fall and Spring Semester were not available for all students.</li> </ul>					

- Totals were not tabulated for all sections. Items for one entire standard was missing.

There were two forms for College Supervisor/Cooperating Teacher. The form seemed to have been revised, but both forms were still being used.

One form had 12 questions, and the other had 10. It appeared that the form with 12 questions was for College Supervisors, but some students used the form to evaluate both College Supervisor and Cooperating Teacher. *Reliability would be affected because of the difference in the total of 33 instead of 36.* Other observed discrepancies were:

Different phrasing on questions under Standard 1 of College Supervisor/Cooperating Teachers

- (1) Item 1 - *Plans and implements instruction in compliance with New York State Learning Standards;* and

*Discusses instruction in compliance with New York State Learning Standards.*

- (2) Item 3 – *Models use of best practices and techniques in instruction and assessment;* and  
*Models and/or identifies use of best practices in techniques in instruction and assessment*

- (3) Item 5 - *Models the use of differentiated instruction to meet the needs of diverse learners;*  
and

*Discusses the use of differentiated instruction to meet the needs of diverse learners*

- (4) Item 6 - *Assists teacher candidates in the use of differentiated instruction;* and

*Item 6 - Discusses the use of behavioural modification techniques*

- (5) Item 7- *Models the use of positive behavioural modification techniques*

- (6) Items 7&8 are repeated – *Discusses the use of creative, appropriate resources, materials and technology in instruction. (Interestingly, most students assigned different scores, although it was the same item).*

- (7) Item 9 on one form - *Models the use of creative, appropriate resources, materials and technology in instruction;* and

*Item 10 - Assists teacher candidates in the use of creative, appropriate resource, materials and technology*

(8) Item 11- *Discusses the importance of academic language*

(9) Item 12 - *Discusses the importance of unique practices for early, special or childhood education*

In general, (a) students seemed not to have taken care in filling out the forms; (b) full names were missing, (c) signatures were missing, and (d) the title of the person being reviewed was not selected by all students.

Instead of a shared form for College Supervisor and Cooperating Teacher, separate forms should be used.

## **2.2 Reference Tables: Standard 1**

**Table 1.1q: Clinical Practice Implementation Data -ECSE**

**Table 1.qi : Clinical Practice Implementation Data-CSE**

**Table 1.qii : Clinical Prctice Implementation Data -CE**

### **2.3 References Tables: Themes**

**Table 6.1: Diversity Table**

**Table 7.1: Technology Table**

### **2.3 Reference Tables : Standard 1**

**Tables 1.5 & 1.5a : Technology Clinical Practice Rubric Items**

**Table 2.3a Mathematics Modification Summary Data**

**Modified Lesson Plan & Instruction**

**Developing and Teaching a Modified Mathematics Lesson**

*Candidate Performance Data Tables: 2015-2017*

<b>Year</b>	<b>N</b>	<b>Unsatisfactory Grades D to F</b>	<b>Emerging Grades C to C+</b>	<b>Competent Grades B- to B+</b>	<b>Exemplary Grades A- to A+</b>
<b>2015</b>	22	0 (0%)	7 (32%)	6 (27%)	9 (41%)
<b>2016</b>	19	0 (0%)	2 (11%)	9 (47%)	8 (42%)
<b>2017</b>	18	2 (11%)	2 (11%)	5 (28%)	9 (50%)

**Table 2.3b Statistical Analyses on Clinical Practice**

**Assessment Question: Do evaluations represent a true score?**

**Summary of Data for Two Cycles 2016-2017**

**N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION**

**Planning Interrater Reliability-.517 lower range .369 upper range .624**

**Implementation Interrater Reliability- .383 lower range -.080 upper-range .626**

**PLANNING**

Basic Level for Instruction to Develop Knowledge of Pedagogical Constraints and Considerations: Influences in the Learning Environment in Applying content Knowledge

Standards	Emerging	Competent	Exemplary	Mean
NAEYC 2	10%	57.5%	32.5%	84
NAEYC 4	11%	58.7%	30%	84
NAEYC 6	9.4%	60%	30.6%	87
CEC 2	10%	60%	30%	87
CEC6	19%	51%	30%	80
CEC 7	9.6%	56%	34%	86

Intermediate Planning for Instruction: Understanding Content Knowledge and its Intersection with Child Development

Standards	Emerging	Competent	Exemplary	Mean
NAEYC 1	12.5%	55%	32.5%	84
NAEYC 5	11%	55%	34%	86
NAEYC 6	10%	63%	27%	85
CEC 1	10%	50%	40%	88

**N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION**

**Planning Interrater Reliability-.517 lower range .369 upper range .624**

**Implementation Interrater Reliability- .383 lower range -.080 upper-range .626**

CEC 3	9%	66%	25%	80
CEC 5	10%	60%	30%	86
CEC 7	11%	59%	30%	82

**Advanced Independent Planning of Instruction: Children’s Abilities Assets and Challenges Inform Teaching Accommodating Learning Differences**

Standards	Emerging	Competent	Exemplary	Mean
NAEYC 4	10%	51%	39%	89
CEC 1	10%	50%	40%	89
CEC 3	9%	66%	25%	83
CEC 4	25%	47.5%	27.5%	84
CEC 5	10%	51%	39%	

**Advanced Planning of Instruction for Content Knowledge Relating Children’s Prior Knowledge to Language and Literacy Development to Support an Understanding of the Central Focus**

Standards	Emerging	Competent	Exemplary	Mean
NAEYC 3	22%	48%	30%	80
NAEYC 4	3%	50%	47%	80
CEC 4	3%	59%	38%	87
CEC 5	3%	50%	47%	88

**Supporting Children’s Development and Learning to Apply Content Knowledge Using Appropriate Instructional Strategies**

**N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION**

**Planning Interrater Reliability-.517 lower range .369 upper range .624**

**Implementation Interrater Reliability- .383 lower range -.080 upper-range .626**

Standards	Emerging	Competent	Exemplary	Mean
NAEYC 1	7.5%	65%	27.5%	86
NAEYC 2	3%	61%	36%	86
NAEYC 4	3%	62.5%	34.5%	86
CEC 1	3%	59%	38%	84
CEC 2	7.5%	65%	27.5%	88
CEC 5	3%	62.5%	34.5%	86
CEC 6	10%	65%	25%	84

**Advanced Planning of Instruction of Content Knowledge: Supporting Children’s Language Development**

Standards	Emerging	Competent	Exemplary	Mean
NAEYC 4	7.5%	65%	27.5%	85
Standards	Emerging	Competent	Exemplary	Mean
NAEYC 5	7.5%	65%	27.5%	85
CEC 5	7.5%	65%	27.5%	85

**Overall Planning for Appropriate Inclusion: More Attention to Learning Differences**

CEC 2	0%	50%	50%	89
CEC 3	0%	50%	50%	89

**IMPLEMENTATION**

**N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION**

**Planning Interrater Reliability-.517 lower range .369 upper range .624**

**Implementation Interrater Reliability- .383 lower range -.080 upper-range .626**

Implementation of Learning Experience through Instructional Strategies: Promoting a Positive Learning Environment

Standards	Emerging	Competent	Exemplary	Mean
NAEYC 1	19%	52%	29%	84
NAEYC 2	23%	40%	37%	84
NAEYC 4	20%	52.5%	27.5%	84
CEC 5	20%	47.5%	32.5%	84
CEC 6	23%	40%	37%	84

Implementation of Learning Experience: Engaging Children in Differential Learning Using Developmentally Appropriate Practices

Standards	Emerging	Competent	Exemplary	Mean
NAEYC 1	20%	57.5%	22.5%	86
NAEYC 2	18%	50%	32%	86
NAEYC 4	20%	55%	25%	84
CEC 1	38%	43%	19%	82
CEC 3	22.5%	55%	22.5%	84
CEC 4	25%	52.5%	22.5%	84
CEC 5	19%	53%	28%	84

**N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION**

**Planning Interrater Reliability-.517 lower range .369 upper range .624**

**Implementation Interrater Reliability- .383 lower range -.080 upper-range .626**

Implementation of Learning Experience through Instructional Strategies: Imparting Content Knowledge

Standards	Emerging	Competent	Exemplary	Mean
NAEYC 5	19%	55%	26%	83
CEC 3	20%	52.5%	27.5%	84
CEC 5	20%	55%	20%	84

Implementation of Learning Experience: Pedagogical Content Knowledge (applying content knowledge)

Standards	Emerging	Competent	Exemplary	Mean
CEC 3	20%	47.5%	32.5%	84
CEC 5	20%	47.5%	32.5%	84

Self-Reflection: Analyzing Teaching

Standards	Emerging	Competent	Exemplary	Mean
NAEYC 1	22.5%	52.5%	25%	83
NAEYC 5	20%	57.5%	22.5%	83
CEC 1	21%	59%	20%	86
CEC2	20%	65%	15%	87
CEC 4	22.5%	52.5%	25%	83

**N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION**

**Planning Interrater Reliability-.517 lower range .369 upper range .624**

**Implementation Interrater Reliability- .383 lower range -.080 upper-range .626**

**OUTCOMES**

Analyzing Children's Learning

Standards	Emerging	Competent	Exemplary	Mean
NAEYC 3	23%	46%	31%	80
NAEYC 4	32.5%	37.5%	30%	80
CEC 1	32.5%	37.5%	30%	80
CEC 4	32.5%	37.5%	30%	80
CEC 6	32.5%	37.5%	30%	80

Outcomes of Student Assessment: Feedback to Guide Further Learning

Standards	Emerging	Competent	Exemplary	Mean
NAEYC 4	32.5%	37.5%	30%	80
CEC 6	32.5%	37.5%	30%	80

Outcomes of Assessment : Evidence of Language Understanding and Use

Standards	Emerging	Competent	Exemplary	Mean
NAEYC 4	12.5%	57.5%	30%	83
CEC 6	12.5%	57.5%	30%	83

**N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION**

**Planning Interrater Reliability-.517 lower range .369 upper range .624**

**Implementation Interrater Reliability- .383 lower range -.080 upper-range .626**

**Outcomes of Assessment: Using Assessment to Inform Instruction**

Standards	Emerging	Competent	Exemplary	Mean
NAEYC 6	32.5%	47.5%	25%	81
Standards	Emerging	Competent	Exemplary	Mean
CEC 6	32.5%	47.5%	25%	81

**Overall Evaluation of Teacher Candidate Assessment of Children’s Learning**

Standards	Emerging	Competent	Exemplary	Mean
NAEYC 1	32.5%	32.5%	35%	80
NAEYC 3	13%	55%	32%	84
NAEYC 4	12.5%	52.5%	35%	86
CEC 2	32.5%	32.5%	35%	80
CEC 4	12.5%	55%	32.5%	84

**Assessment Question: Is candidate performance specific to particular content areas?**

**Childhood Education: A Look at Content Area Performance**

Indices	Year	Emerging	Competent--Exemplary
Across all Dimensions	2015-2017	15-20%	80% -85%

Selected Content Area Dimensions									
Reading	2015			2016			2017		
	Emerging	Competent	Exemplary	Emerging	Competent	Exemplary	Emerging	Competent	Exemplary
	5%	45%	50%	5%	55%	40%	5%	75%	20%
Math	5%	45%	50%	5%	55%	40%	5%	55%	40%

**Assessment Question: Does candidate instructional delivery result in student learning?**

**Childhood Special Education Candidates' Influence on Student Learning: A Look at Positive Outcomes Across Reading and Math**

YEAR	Across Reading and Math			
	Exemplary <b>SCORE 3</b> Grade Range: A-/A (90-100)	Competent <b>SCORE 2</b> Grade Range: B-/B/B+ (80-89)	Emerging <b>SCORE 1</b> Grade Range: C/C+ (70-79)	Unsatisfactory <b>Score 0</b> Grade Range: D/F (0-69)
2015	7	5	2	0
2016	2	2	1	0
2017	1	2	2	0

Table 2.3c Standard 2 Action Plan

**EPP ACTION PLAN FOR STANDARD 2**

<b>STANDARD /ELEMENT</b>	<b>FINDINGS</b>	<b>RATIONALE</b>	<b>RESOURCES</b>	<b>MEASURES</b>	<b>GENERAL TIMELINE</b>
<b>2.1</b>	<b>Increase the number of TEPAC meetings</b>	<b>To better support the transition given the number of crucial modifications needed to instruments</b>	<b>Meeting Room &amp; Funds for Light Refreshments</b>	<b>TEPAC Satisfaction Survey</b>	<b>Please see more specific timeline below With disaggregated agenda items for each month</b>
<b>2.2</b>	<b>Instruments need to be improved</b>	<b>Cooperating teacher, college supervisor and site evaluation instruments have different forms</b>	<b>Adequate meeting room and availability and supplies (charts sticky notes, flash drives with standards, paper for printing etc..)to be able to disaggregate instruments</b>	<b>Surveys to collect information on its ease of use</b>	
<b>2.3a</b>	<b>Technology Grant</b>	<b>TEPAC Recommendation to build career readiness</b>	<b>Incorporated in Clinical Practice Seminar</b>	<b>Survey candidates for understanding</b>	
<b>2.3a</b>	<b>Ella Baker Lab School</b>	<b>EPP decided on its inclusion as part of its portfolio in becoming a School of Education</b>	<b>Need the facility to be completed With the appropriate cameras to facilitate seamless observations</b>	<b>Ongoing visits to the day care center</b>	
<b>2.2&amp; 2.3b</b>	<b>Rubrics need to be modified to reflect performance assessments and not products</b>	<b>Although tasks are performance based from 504-5-310, products are requested instead of performances observed ECSE SPA recommendation</b>	<b>Consultant needed</b>	<b>Surveys to collect information on its ease of use and whether rubric items have construct validity</b>	

	<b>Rubrics need to move from being more quantitative to qualitative</b>	<b>ECSE SPA recommendation</b>	<b>Consultant needed</b>	<b>Develop individual time lines for completion and piloting within the timeline designated below</b>	
<b>2.3b</b>	<b>Similar statistical analyses need to be done across programs in order to make adequate comparisons</b>	<b>Piloted three different statistical analyses for inclusion across degree programs assessment plans</b>	<b>Chalk and Wire fully operational</b>	<b>See Standard 5</b>	
<b>Agenda Items for Development/ Review</b>	<b>Goal</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Rubric Development</b>	<b>Move from Product to Performance Assessments with the aid of a consultant</b>	<b>Workshop on Rubric Development</b>	<b>Rewrite/Improve Own Rubrics</b>	<b>Upload Approved Rubrics to Sharepoint</b>	
<b>EDUC 504</b>		<b>Qualitative vs. Quantitative</b>		<b>Share with TEPAC</b>	
<b>EDUC 505</b>		<b>Words to Avoid</b>		<b>Add to Assessment Handbooks</b>	
<b>EDUC 506 (Review Performance Rubrics)</b>		<b>Process Analysis</b>		<b>Pilot Rubrics</b>	
<b>EDUC 508/509</b>					
<b>EDUC 5-310</b>					
<b>Time Line</b>		<b>October 2018</b>	<b>November 2018</b>	<b>December 2018</b>	
<b>Early Childhood</b>	<b>Additions and</b>	<b>Specify Content Areas and choose</b>	<b>Add in rubric</b>	<b>Monitor its utility with</b>	

<b>Special Education Clinical Practice Rubrics</b>	<b>Clarifications</b>	<b>the essential content based competencies for skills and knowledge</b>		<b>candidates, college supervisors and cooperating teachers</b>	
		<b>Provide examples of rubric related practices, skills application of knowledge on the rubric criterion</b>	<b>Add in examples on Data Summary Sheets on clinical practice rubrics</b>	<b>Monitor its utility with candidates, college supervisors and cooperating teachers</b>	
<b>Time Line</b>		<b>October 2018</b>	<b>October 2018</b>	<b>November-December 2018</b>	
<b>Candidate Career Readiness</b>	<b>Writing Small Technology Grants</b>	<b>Collaborating with cooperating teacher to identify technology needs</b>	<b>Identifying small grants as an inclusion in Clinical Practice Seminar</b>	<b>Grant Writing Practice for Enriching Curriculum with Technology</b>	
<b>Time Line</b>		<b>October 2018</b>	<b>November 2018</b>	<b>December 2018</b>	
<b>Review Clinical Experience Initiatives</b>	<b>EDUC 501: Shadowing Professionals</b>	<b>Shadowing all professional and not just teachers</b>	<b>Interview PS 46 to determine its benefit</b>	<b>Suggest Modifications</b>	
	<b>EDUC 503: Community as Partners</b>	<b>Assess benefit of interviewing Parent Coordinators, School Psychologists and Guidance Counselors</b>	<b>Interview PS 5,92 to determine its benefit</b>	<b>Suggest Modifications</b>	
<b>Time Line</b>		<b>October 2018</b>	<b>November 2018</b>	<b>December 2018</b>	
<b>Ella Baker Charles</b>	<b>Moving towards</b>	<b>Conduct a facility walk through</b>	<b>Order Furniture</b>	<b>Contact Dept. of Health</b>	

<b>Romain Day Care Center</b>	<b>becoming a lab school</b>				
<b>Time Line</b>		<b>September 2018</b>	<b>September 2018</b>	<b>December 2018</b>	
	<b>Monitor Utility of New Learning Experience Plan for Children Under 4 years</b>	<b>Provide Professional Development on Multiculturalism</b>	<b>Review of Teacher Journal entries</b>	<b>Observing the Implementatio n of the new learning experience plan</b>	
<b>Time Line</b>		<b>July 2018-done</b>	<b>October 2018</b>	<b>November 2018</b>	
<b>Chalk and Wire Training</b>	<b>Need more rigorous analyses</b>	<b>This is related to Standard 5. However, training began in September 2018.</b>			
<b>Number of TEPAC Meetings</b>	<b>Require assistance with transition to School of Education</b>	<b>October 2018 Meeting</b>	<b>November 2018 Meeting</b>		

## Appendix 2A: EPP Conceptual Framework in Syllabus

**The Unit’s mission is to prepare change agents for classrooms, schools, and communities who educate to liberate.**

Our mission to prepare change agents to teach in diverse classrooms and schools in urban communities is embodied in our Candidate Department Standards of knowledge and skills. The attributes which candidates will understand, practice, and demonstrate upon successful completion of a program of study in the Department are:

- Knowledge
- Personal and Global Consciousness
- Analytical Ability
- Creativity
- Professionalism
- Effective Communication
- Collaboration
- Commitment and Caring

### **DISPOSITIONS OVERVIEW**

There are dispositions that candidates are expected to maintain and demonstrate. Education degree candidates are expected to maintain dispositions appropriate to the profession throughout their program of study. The Department embraces the definition of dispositions as *the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.*

#### **School of Education Dispositions**

The Department asked candidates to reflect on what dispositions they considered to be necessary for success as education degree candidates and future teachers. Their responses, grounded in our Conceptual Framework, formed the basis of our dispositions and its assessment framework\*. Candidate dispositions will be self-assessed and assessed by the professor for diagnostic information that identifies areas in which candidates may require mentoring

1. Enthusiasm about teaching and learning
2. Respect for diversity
3. Reflective practice
4. Belief in social justice, ethical behavior, and honesty
5. Resourcefulness and responsibility
6. Openness to constructive critique
7. Rapport with the learning community
8. Caring and commitment

**MEC EDUCATION DEPARTMENT ALIGNMENT OF PHILOSOPHY & CANDIDATE PERFORMANCE STANDARDS OF KNOWLEDGE, SKILLS AND DISPOSITIONS**

Philosophy	Knowledge and Skills	Dispositions
<p>We believe, <b>Education brings people together from diverse cultures who are knowledgeable about their own cultural/historical experiences and the experiences of the many cultures that make up urban life.</b> We wish to create shared experiences that unite members of these diverse communities, while respecting the uniqueness of each individual's particular history and culture. We see the home, school and community, and the interactions among them, as the first settings where children share experiences and learn about diversity and democracy.</p>	<p>Knowledge Candidates possess a comprehensive understanding of the nature of and needs of children, of the Liberal Arts and Science and Education Foundations content, concepts and modes of inquiry and assessment, and make connections among disciplines</p>	<p>ENTHUSIASM ABOUT LEARNING AND TEACHING</p>
<p><b>Candidates develop a deeper understanding of themselves in order to more fully interact with the array of nationalities and cultures that they will encounter daily in their classrooms.</b> Through this knowledge, candidates gain the pride in themselves and their heritage that will enable them to better understand and interact with others in a diverse society.</p>	<p>Personal and Global Consciousness Candidates examine, deconstruct, and reconstruct their own and other beliefs, values and perspectives to understand their own cultures and to develop empathy and acceptance towards others' cultures</p>	<p>RESPECT FOR DIVERSITY</p>
<p><b>Candidates acquire cultural literacy.</b> We believe that culture is a complex set of relationships that express a people's ideas, beliefs and knowledge and that the representations of cultural ideology in art, music, literature and philosophy are fluid and ever changing as cultures interact with other cultures and with changing historical times.</p>	<p>Analytical Ability Candidates effectively and comprehensively deconstruct texts to uncover hidden meanings, to make connections, to draw inferences and to develop multiple perspectives toward various ideas and issues.</p>	<p>REFLECTIVE PRACTICE</p>
<p><b>Gaining knowledge is a complex and interactive process that includes candidates learning how to learn,</b> how to create a learning environment, how to reflect and assess one's teaching and its impact on learners.</p>	<p>Collaboration Candidates work effectively with other constituencies by seeking out others' ideas, valuing multiple points of view, and building cooperative relationships.</p>	<p>RAPPORT WITH THE LEARNING COMMUNITY</p>
<p><b>Candidates are scholars</b> who engage in inquiry to create effective learning experiences for learners.</p>	<p>Effective Communication Candidates speak and write in appropriate registers depending on audiences and purposes and demonstrate comprehensive fluency in numeracy</p>	<p>OPENESS TO CONSTRUCTIVE CRITIQUE</p>
<p><b>Candidates become change agents, committed to transforming themselves, their schools and their communities.</b> We further believe that critical awareness and critical pedagogy, as defined by Carter G. Woodson and Paulo Freire, are the cornerstones of the transformation.</p>	<p>Creativity Candidates conceptualize, design, and develop imaginative and innovative work.</p>	<p>ENTHUSIASM ABOUT TEACHING AND LEARNING</p>
	<p>Commitment and Care Candidates practice social justice, with others, believe that all children can learn, hold high expectations of themselves, and carry out sustained commitment to teaching and learning.</p>	<p>CARING AND COMMITMENT</p>
	<p>Professionalism Candidates adopt a reflective practitioner stance toward teaching, learning, and collaboration with parents, colleagues and students that embraces inquiry, reciprocity and critique.</p>	<p>BELIEF IN SOCIAL JUSTICE, ETHICAL BEHAVIOR, AND HONESTY</p>

## APPENDIX 2.1B Memorandum of Understanding

### EDUCATION DEPARTMENT

*Motto: Educate to Liberate*

*Dr. Sheilah M. Paul, Chair*

---

### MEMORANDUM OF UNDERSTANDING

**COURAGE. STRENGTH. FORTITUDE.**

This Memorandum of Understanding dated [*include date*] between **Medgar Evers College Education Department (MECED)** and **the New York City Department of Education (NYCDOE)** is undertaken to establish new and strengthen existing collaborations aimed at improving student learning outcomes, preparing pre-service school personnel and supporting professional development for in-service personnel in selected public school districts in Central Brooklyn, under the umbrella of **the Medgar Evers College Partner Schools (MECPS)**.

This agreement outlines the provisions and conditions for establishing and achieving the primary goals of the partnership. MECED proposes to establish formal Partners with NYCDOE schools in **Districts 13, 16, and 17** as well as **other high need schools** in Central Brooklyn (identified by the NYCDOE).

The primary goals of this partnership are to:

1. Improve learning outcomes for students, including students with disabilities across the Districts;
2. Provide annual cohorts of certified, culturally competent teachers for PK- 6 (and later 7-12) in Central Brooklyn, particularly in high need areas,
3. Provide continuous professional development activities for school personnel and community stakeholders, and
4. Promote shared access to facilities, resources and enrichment opportunities.

## **PARTNER PROVISIONS**

A. The **Medgar Evers College Education Department** will provide the following:

1. Site-based culturally responsive pedagogical instruction and intervention for K-12 learners through supervised field and clinical experiences  
*(Clinically-Rich Teacher Preparation)*

- *MECED teacher candidates will engage in collaborative field-based (schools) learning opportunities and supervised interventions in the areas they are studying, including, early childhood education, elementary education and special education. Field-based activities include, but are not limited to, educational observations, individual and small group instruction, and culturally and linguistically responsive reading interventions, educational and assistive technology, behavioral interventions, mathematics instruction, science instruction, literacy instruction across disciplines, assessment for and of learning, among others.*

2. highly qualified paraprofessionals and teaching assistants with strong knowledge and support skills in literacy across disciplines, and mathematics

***(Para Academy)***

- *MECED will prepare new paraprofessionals/teaching assistants with grade appropriate content knowledge in literacy and mathematics content and intervention strategies culminating in the AA Degree in Teacher Education and State Certification.*
- *MECED will provide workshops (at least twice per year) to enhance intervention and support skills for in-service paraprofessionals and teaching assistants. Workshops will include reading and mathematics interventions, positive behavioral and social skills support, and special education topical areas.*

3. annual professional development workshops for in-service teachers and administrators in culturally and linguistically responsive instruction (CCCS), school leadership, management, and economics, maintaining collaborative learning communities, school-based assessments, Action Research, and other topics deemed necessary ***(Professional Development Institute)***

- *MECED will provide workshops (at least twice per year) to enhance instructional practices for in-service teachers. Workshops will include culturally responsive pedagogy, classroom management, assessment practices, academic and behavioral interventions, inclusive and special education, among other topics.*

- *MECED will provide workshops (at least twice per year) to enhance administrative practices for principals and assistant principals. Workshops will include school-based assessments, urban school leadership and management, school-based economics, effective parent and community engagement, among other topics.*
- *MECED will engage school personnel in collaborative Action Research projects aimed at improving teaching, learning, and overall school performance.*

4. multicultural/multilingual extension certificate programs for teachers and other school personnel. Language choices to reflect the NYC diaspora - Haitian Creole, Urdu, Farsi, Bengali, Swahili, etc. (**Urban Institute**)

- *MECED will offer and provide extension certificates in multicultural education (15 credits) for in-service teachers and other school personnel (e.g. guidance counselors).*
- *MECED will offer and provide extension certificates in multilingual education (18 credits) for in-service teachers and other school personnel (e.g. guidance counselors). Personnel will gain working knowledge of two new languages beside English*

5. a community resource center at MEC that shares NYCDOE resources and provides parents and community stakeholders with hands-on experiences in crystalizing NYCDOE information and navigating support services (**Community Engagement Center**)

- *MECED will establish and house a Community Engagement Center on its campus. The Center will display and distribute NYCDOE resources for community parents and students.*
- *MECED will provide informational and educational workshops for community stakeholders, including assistance to parents in navigating NYCDOE Websites, completing forms, and accessing pertinent information.*
- *NYCDOE Partner Schools will participate in activities and programs offered through the MEC Pipeline Initiative.*

B. The **New York City Department of Education** will provide the following:

- Cooperating teachers to work with MECED clinical faculty to mentor and supervise teacher candidates during clinical practice each semester
- School Sites for MECED supervised early field experiences and intervention projects during school hours or after-school hours
- Employment of MECED certified teachers, teaching assistants and paraprofessionals in schools and settings for which they were prepared
- Professional Development Credits for NYCDOE in-service cooperating teachers
- Professional Development Credits for NYCDOE teachers and teacher leaders who participate in enrichment opportunities
- Funding for NYCDOE school-based personnel to access advanced preparation/extension certifications offered by MECED
- Access for MECED original data collection and school-based research, in adherence with the NYCDOE Code of Ethics and Professional Codes for conducting research, including confidentiality, disclosure and protection of human subjects.
- Funding for MECED to establish and maintain the *Para Academy*, *Professional Development Institute* and *Community Engagement Center*, including funding support for external contractual arrangements (Project Scope and Funding will be provided under separate cover).
- Opportunities for Individual Contractual Services beyond the Scope of this Agreement to be provided by MECED experts to the NYCDOE.

C. **Other Shared Opportunities between NYCDOE and MECED**

The Medgar Evers School of Education (MECED) and the New York City Department of Education (NYCDOE) agree to collaborate in the following areas:

- Opportunities for NYCDOE qualified personnel to engage in adjunct and co-teaching opportunities at MECED;

- Opportunities for NYCDOE Partner Schools to utilize MECED facilities and resources, including Library, Science and Technology laboratories, Center for Teaching and Learning, Auditoriums, Gymnasium, Pool, etc.;
- Opportunities for MECED faculty to assist Partner Schools in planning and monitoring school priorities, including quality reviews, improvement plans, budget and personnel priorities;
- NYCDOE to advertise MECED partnership, including Websites, public announcements, and banners at Partner Schools;
- MECED to advertise NYCDOE partnership, including Websites, public announcements and College banners;
- NYCDOE and MECED to prepare school-based research agendas and disseminate periodic results of partnership engagement in accordance with national research protocols;
- Opportunities for NYCDOE and MECED to secure local, State and Federal funding to support the partnership's initiatives, including funding for professional facilitators, consultants, training rates for school personnel, retreats, and training materials; and
- Opportunities for shared decision making between NYCDOE and MECED regarding the selection of cooperating teachers, clinical supervisors, scheduling of field-based courses and intervention activities.

## **GOVERNANCE OF AGREEMENT**

### **Executive Committee**

The terms of this MOU will be monitored and evaluated by an Executive Committee comprising representatives of both organizations as well as one independent member. Additional representatives may be selected by the Committee. The proposed governance will include the following persons:

President (MEC)

Provost (MEC)

Dean (SLAE)

Chair (MECED)

Faculty (MECED)

Chancellor (NYCDOE)

Vice-Chancellor (NYCDOE)

Partner District Superintendents (NYCDOE)

UFT Representative

The primary roles of the Executive Committee include general oversight of the scope of works to be carried out by the Partnership, reviews of annual reports and provision of substantive feedback for continuous improvement. The Executive Committee also serves as the decision-maker in issues of continuation, revision, expansion, and termination of the MOU.

### **Terms of Agreement**

The Agreement will be in effect from \_\_\_\_\_ and will remain in effect for a period of five years until \_\_\_\_\_, 2019. This agreement may be revised based on the emerging needs of Partner Schools and renewed in writing by the parties. Parties will ensure that all personnel are in compliance with all the required legal, health and safety measures mandated by the State for school-based internship and practice.

### **Process for Early Termination of Agreement**

If either the NYCDOE or MECED is unable to meet any of its obligations under this Memorandum of Understanding, this agreement can be terminated prior to the end date, by way of written proposal to the Executive Committee for review. Upon review of all relevant evidence, the Committee will make a decision regarding termination within a 90-day period. If the Agreement is terminated, the parties shall return any unexpended resources to the respective party in good faith as part of this agreement.

The **New York City Department of Education** and the **Medgar Evers Education** Department hereby acknowledge that duly authorized representatives have executed this Agreement on their behalf, as of the date set forth below, and affirm that the representatives have read, understand and agree to the terms and conditions of this Memorandum of Understanding.

### **Signatures**

<i>Signature</i>	<i>Date</i>	<i>Responsibility</i>
_____	_____	President, Medgar Evers College
_____	_____	Legal Counsel, Medgar Evers College
_____	_____	Provost/Senior VP, MEC Academic Affairs
_____	_____	Dean, MEC SLAE

_____	_____	Chair, MEC Education Department
_____	_____	Chancellor, NYCDOE
_____	_____	Legal Representative, NYCDOE
_____	_____	Deputy Chancellor, NYCDOE
_____	_____	Superintendent (District 13)
_____	_____	Superintendent (District 16)
_____	_____	Superintendent (District 17)
_____	_____	UFT Representative

**Appendix 2C TEPAC Minutes**

**June 7 2017 Sign In Sheet**

June 7, 2017

Name	Email	Tel #	Affiliation
Raina Akela B <i>lygdr</i>	domnaakilaha @gmail.com	347- 432- 5497	MEC BD Dept TEARC Converter
Janet Hinton	janetm.enee.cunyda	718-270-6183 917-921-3954	Ed/ck Child Development Center
M-B Lashley	mblashley@gmail	718-270-4995	MEC
Karyn Nicholson	knicholson	347-511-5378	DOE
Nancy Boehbot	nboehbot@schols.nyc.gov	718-282- 8829	DOE PS 2149
hinda katterson	HHYPHTERSON@aol.com	917-951-1360	Mobile Studies Track
Branda Boyd-Bell	chrysemPOWERment@gmail.com	917-748-0524	Chrysalis Empowerment & Transformation
Tabria Johnson	TOHNSON@MEC.ny.gov	718-270-4910	- Med Edu. Department: Cornerstone BarCassell
Camille Steuarnie	camille_steuarnie@ydr.com	347-210-4052	DOE

## **June 7, 2017 TEPAC MINUTES**

CAEP Standard2 : Clinical Partnerships and Practice

**We centered on “demonstrating a positive impact on candidates ‘development and student learning.... clinical experiences should provide sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness....” (CAEP 2013 Standards)**

The following important points were made:

- Important for teacher candidates to have the requisite psychological readiness for the classroom
- Positive self-esteem through opportunities for role playing (i.e. put the teacher candidates through what their students will have to do)
- Deeper hands-on experiences through promoting experiential learning.
- Have more opportunities for teacher candidates to explore who they are
- Teacher candidates should have the opportunities to observe their classmates via video clips and have scenarios to effect particular learning outcomes and given feedback
- Provide particular focused modeling activities
- Understand importance of relationships in building safe spaces
- Provide greater support in implementing the notion of shared accountability and collaboration between cooperating teachers and college supervisors
- Provide professional development for cooperating teachers
- Provide certificates to teachers and partnership schools for their participation
- Provide practice in identifying grants and writing outline for responding to grants
- Encourage the use of the relevant professional academic vocabulary and professional behaviors

### **Developing Multi-cultural Aspects of the School of Education**

We centered on, “ providing knowledge about the histories, cultures, and contributions of diverse groups. School curriculum must directly address issues of racism, sexism, classism, linguicism, ablism, ageism, heterosexism, religious intolerance, and xenophobia. Multi-cultural education advocates the belief that students life histories and experiences should be placed at the center of the teaching and learning process and that pedagogy should occur in a context that is familiar to students and that addressees multiple ways of thinking....To have a staff that is culturally competent.... ( National Association for Multicultural Education, 2003)

The following important points were made:

- Develop rapport with parents to understand background and parenting style through participating in a parent teachers conference
  - getting permission from school partners
  - having candidates ask parents a set of questions
  - and ask parents to evaluate the way that questions were posed etc.
- Focusing on reflecting and writing logs every two hours in terms of what candidates are feeling and the emotional intentions they want to generate
- The cooperating teacher should know the candidates' teaching philosophy
- Candidate educational philosophy should be videotaped and peer feedback provided
- Develop a list of words to use and not to use that generate multicultural awareness and reject stereotypical notions
- Discuss areas of strengths and weaknesses
- Reflections on:
  - using culture as a vehicle for learning
  - understanding linguistic diversity
  - understanding the systems historical and current reality in terms of multi-cultural awareness
  - understanding power perspectives, brokerage and advocacy
  - balancing empowerment and truth
  - encouraging self-esteem and monitoring emotions
  - valuing children's literacies
- Emphasis must be placed on candidate's behaviors because this contributes to the classroom's hidden curriculum



## **October 19 2017 TEPAC MEETING NOTES**

### **Calibration of Rubrics and Video Review**

Reviewed Clinical Practice Video on **Early Childhood Special Education** (General Education: Infants) and concluded that the Early Childhood Special Education rubric will not work for children under 4 years old. Calibration was not completed. It was concluded that new rubric for children under four years old needs to be created.

### **Calibration of Rubrics and Video Review**

Reviewed Clinical Practice Video on Childhood Special Education (SPED placement) and calibrated the Childhood Special Education rubric and found that where there was a discrepancy between members scores, the reasons for a particular score was explained. It was concluded that every meeting there should be an opportunity to calibrate Clinical Practice Rubrics.

### **Deepening Clinical Experience**

Change- EDUC 501: Shadowing Professionals- Teachers to Shadowing Professionals- Teachers, Assistant Principals, Principals- Piloted at PS 46

Change-EDUC 503: Community as Partners-Lecture from the Parent Coordinator to Interviewing Parent Coordinator , School Psychologist, Guidance Counselors etc. PS 5

TOC Partners will also initiate the above innovations.



Member #1	Q1. In your experiences as School Partners, what is your evaluation of Medgar Evers College candidates' preparation and ability to meet the requisite standards (Danielson and others) for teaching at your school?	Q2. On the school base level, what preparation (e.g. through field experiences, clinical practice or professional development) is offered for candidates to become more familiar in using data to inform student learning and candidate teaching practices that fosters meaningful instruction to improve student learning?	Q3. Do school partners document that candidates are making a positive impact on student learning?	Q4. How do you, as a school partner, participate in the co-construction of mutually beneficial P-5 school and community experiences for candidates.
1	<p><b>Prepared -</b>            Domain 1: Planning and preparation            Domain 3: Instruction            Domain 4a Reflecting on Teaching</p> <p><b>Not Prepared -</b>            Domain 2: Classroom Environment            Communicating with Families            Domain 4d: Participating in the professional community</p>	<p>EDUC340/EDUC509: The field experience component really prepared me in learning how to conduct F and P assessment and how to use their data to inform instruction/plan for small groups.</p>	<p>No.            Suggestion: Have candidates choose a student/small group to work with and monitor the progress their student make. Create a portfolio which include F=P data and guided reading lesson plan to show how the candidate was able to help students achieve success in reading.</p>	<p>Suggestions:            Include candidates in activities that happen in the school outside of instruction to fully indoctrinate them into the culture of the school.</p>
2	<p>IEP Developing - Have no understanding of goals and goal setting. How to continue developing the IEP goals throughout.</p>	<p>No Response</p>	<p>No Response</p>	<p>No Response</p>
3	<p>Teachers came well prepared, there also needs to be more teaching in RTI strategies</p>	<p>Students being invited to faculty conferences, grade team meetings</p>	<p>Not really but I will set up that's structure for next year. However, I do see in working with individual students and groups.</p>	<p>No Response</p>
4	<p>As a school leader all candidates should have a full rich instructional experiences with a cooperating teacher, including preparation of lessons hand in the Danielson Framework.</p>	<p>Candidates are included in Professional Learning Communities and participate in all professional development sessions, regarding using data to enforce instruction, review and execution teaching practices to improve student learning.</p>	<p>A running record is maintained of the candidates impact with a specific cohort of students with measurable goals for learning.</p>	<p>No Response</p>

5	<ul style="list-style-type: none"> <li>- Provide candidates with hands on experiences in areas such as writing goals for an IEP.</li> <li>- Allow students to plan and implement lessons with the "I do/We do/You do" model. For the most part candidates are adequately prepared to meet the needs of their students.</li> </ul>	Field experiences and clinical practice provides numerous opportunities for candidates to become more familiar in using data to effectively plan and improve student learning.	<p>Suggestions</p> <ul style="list-style-type: none"> <li>-Discuss it at Post conference with cooperating teacher</li> <li>- Cooperating teacher evaluation of candidates performance.</li> </ul>	<p>Suggestions/Questions to consider</p> <ul style="list-style-type: none"> <li>- Do the principals provide opportunities for students candidates for them to be actively involved in the school culture.</li> </ul>
6	No Response	No Response	No Response	No Response
7	<p>As an evaluator/supervisor continued exposure to multiple intelligences (using lessons are multimodal). Danielson questioning</p> <ul style="list-style-type: none"> <li>- open ended questioning</li> <li>- student to student engagement</li> <li>- DOK continuum - Recall - Analyze etc.</li> </ul>	Additional support to assist teachers in what the data indicates and how they are going to tailor their plans to address student educational needs. How to use data to differentiate instruction.	<p>No Response</p> <p>Positive impact has been observed on the school level due to Innovative teaching of the student teacher (For example: learning centers increased use of technology in private schools religious schools).</p>	No Response

## April 20, 2018: TEPAC Meeting Notes

- 1) Surveyed TEPAC Attendees. The summarized results follow:

**Calibration of Rubrics and Video Review**

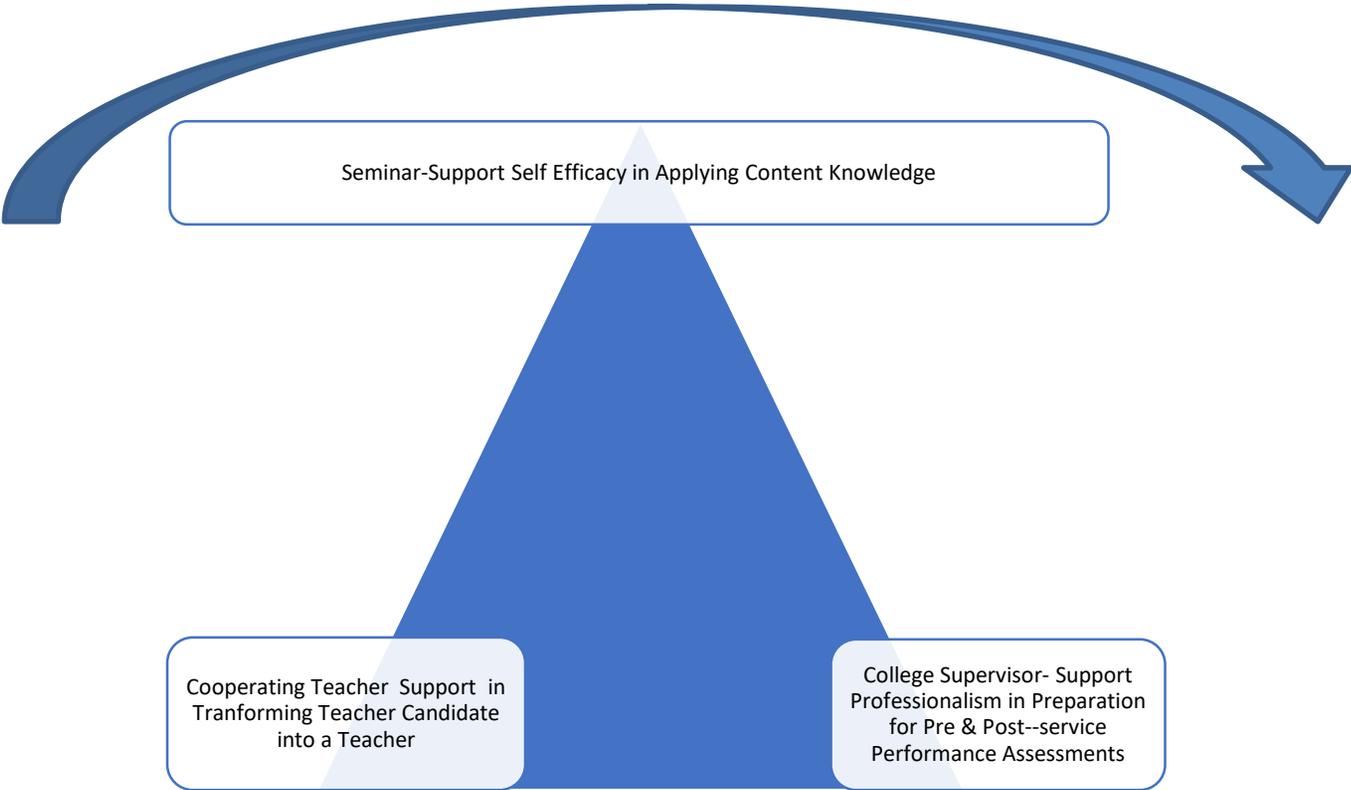
- 2) **Revisited Clinical Practice Video on Early Childhood Special Education (General Education: Nursery) and the Learning Experience Format (i.e. lesson plan) for children under 4 years old. It was concluded that the lesson plan should focus on providing children with thematic learning center activities across content areas.**
- 3) **Professional Development at Ella Baker Charles Romain Day Care Center in order to establish congruence to School of Education's Conceptual Framework**
- 4) **Candidates will write Technology Grant for a Partner School**

## **Appendix 2.2D**

### **Excerpt from Clinical Practice Handbook: Roles and Responsibilities**

**There Are Three Components of Teacher Candidate's Clinical Practice.**

# See Diagram Below:



**Clinical Coordinator schedules activities for components to interact**

## COOPERATING TEACHERS: ROLES & RESPONSIBILITIES

### Transforming teacher candidates to teachers means cooperating teachers will:

- support their teaching of various sized groups (individual, small group. parts of a learning experience. entire learning experience, 4 or more learning experiences taught sequentially)
- provide feedback through constructive criticism on classroom management and discuss curriculum and explore possible learning experiences
- offer feedback through constructive criticism on appropriate interdisciplinary, thematic curriculum units that advance all areas of students’
- learning and development, including social, emotional, intellectual and physical competence.
- offer feedback through constructive criticism on integrating technology (if possible) into instruction.

### Transformative Pedagogical Support by Developmental Period

Candidates should inform their college supervisor and cooperating teacher the Performance Assessment that they are interested in conducting based

on their degree program (if applicable).

#### Early Education N-Grade 2

- Teaching is conducted through language and literacy and should be interdisciplinary thematic unit incorporating other subject areas.
- Teaching must demonstrate acknowledgement of the active nature of young children’s learning
- Teaching must be multimodal and engaging
- Teaching must be developmentally appropriate
- **Elementary Education Grade 1-6**
- **Literacy**
- -Teaching of an essential language function to develop and practice a literacy strategy (Analysis of characters)
- -Teaching of a related language demand making authentic connections between reading and writing
- -Teaching related syntax or discourse skills
- 
- **Math**
- -Analyze a formative assessment
- -Develop a re-engagement lesson based on an error analysis of the formative assessment

- Build conceptual, procedural fluency (computational skills), and problem solving ability

### **COLLEGE SUPERVISOR**

The College Supervisor is expected to support the teacher candidates' understanding of performance assessments as pre & post service teachers.

Therefore, the College Supervisor is expected to: engage in pre-observation meetings, post observation meetings and offer support following the suggested edTPA guidelines for providing candidates support found on MEC SharePoint.

**PRE-OBSERVATION MEETING**

<b>First</b>	Make an appointment for pre-observation meeting
<b>Second</b>	<ul style="list-style-type: none"><li>• Show-up for the meeting</li><li>• Be prompt</li></ul>
<b>Third</b>	<ul style="list-style-type: none"><li>• Discuss your lesson with your supervisor</li></ul>



## **POST OBSERVATION MEETING (COOPERATING TEACHER SHOULD ATTEND)**

Following the Classroom observation, evaluate teaching on the Clinical Practice Assessment Rubric being sure to: m

- provide feedback through constructive criticism on classroom management and discuss curriculum and explore possible learning experiences
- offer feedback through constructive criticism on appropriate interdisciplinary, thematic curriculum units that advance all areas of students' learning and development, including social, emotional, intellectual and physical competence.
- offer feedback through constructive criticism on integrating technology (if possible) into instruction.

## **What does the Clinical Practice Seminar Instructor do?**

**The Clinical Practice Seminar instructor is responsible for reviewing and applying principles of classroom management to real world contexts, apply principles of cultural literacy and watch numerous videos to disaggregate the importance of a positive learning environment, provide insight**

**to assist candidates in deepening student learning and engaging students in a positive learning environment that imparts subject specific content information and skills.**

## **Appendix 2.2E Clinical Practice Handbook Excerpt: Clinical Curriculum**

### **Clinical Practice Overview**

Clinical practice is a period of supervised teaching during which Medgar Evers College School of Education teacher candidates take increasing responsibility for a group of learners over a period of consecutive weeks. During clinical practice, candidates further develop their personal educational philosophy and pedagogical practices, and demonstrate the knowledge, skills and dispositions that they have acquired during their participation in Medgar Evers College (MEC) courses, including early field experiences. Due to time limits, clinical practice does not duplicate all the experiences that first-year teachers have on the job; instead, it is a transitional experience aimed at guiding candidates' development of the following essential teaching competencies:

1. understanding the discipline and making subject matter meaningful.
2. understanding how children learn and can provide support.
3. understanding and providing opportunities for diverse learners.
4. understanding and using a variety of instructional strategies.
5. using an understanding of behavior to create a positive environment.
6. using knowledge of communication to foster collaboration and support.
7. planning instruction based on subject, students individual needs and contexts, community and curriculum.
8. understanding and using formal and informal assessment.
9. seeking opportunities to reflect and grow.
10. fostering relationships with colleagues, parents and agencies to students.

(Adapted from standards set by: Interstate New Teacher Assessment and Support Consortium (INTASC) Principles, Council for Exceptional Children (CEC), Association of Childhood Education International (ACEI) and National Association for the Education of Young Children (NAEYC).

## **Clinical Practice Objectives**

It is important that candidates develop teaching proficiencies and experience professional growth during clinical practice. The clinical practice provides candidates with opportunities to participate in a range of pedagogical activities that are outlined below:

**Candidates must know the students in the classroom in terms of cultural and linguistic backgrounds, personal interests, etc. They must know how students' development varies and specific accommodations that promote understanding and facilitate instruction.**

### **1. Long and Short Range Planning**

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

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

### **2. Delivery of Instruction (General)**

The candidate should demonstrate competence and skill in:

- support their teaching of various sized groups (individual, small group. parts of a learning experience. entire learning experience, 4 or more learning experiences taught sequentially)
- provide feedback through constructive criticism on classroom management and discuss curriculum and explore possible learning experiences
- offer feedback through constructive criticism on appropriate interdisciplinary, thematic curriculum units that advance all areas of students' learning and development, including social, emotional, intellectual and physical competence.
- offer feedback through constructive criticism on integrating technology (if possible) into instruction.
- demonstrating a considerable repertoire of teaching models and methodologies, i.e. presentation, direct instruction, discussion, co-operative learning, concept learning, problem-based.

## **2a. Delivery of Instruction (Specific Differences)**

Candidates should inform their college supervisor and cooperating teacher the Performance Assessment that they are interested in conducting based on their degree program (if applicable).

### **Early Education N-Grade 2**

- Teaching is conducted through language and literacy and should be interdisciplinary thematic unit incorporating other subject areas.
- Teaching must demonstrate acknowledgement of the active nature of young children's learning
- Teaching must be multimodal and engaging
- Teaching must be developmentally appropriate

### **Clarification of Some Terms**

Academic language: Oral and written language used for academic purposes. Academic language is focused only on vocabulary: vocabulary: Includes developmentally appropriate sounds, words, phrases, sentences, and paragraphs that candidates want children to use or create to engage in the learning experience. For example, including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline

Interdisciplinary-Refers to the unit of instruction that is around a theme or a particular aspect of language and literacy development that has connections across multiple disciplines (at least 3). Examples of themes are a particular book (Charlotte's Web), or subject (e.g. birds insects etc.). The subject areas are included in an authentic way that enhances meaning.

Active nature of young children's learning- Practices that promote learning through meaningful authentic experiences with materials and/or people (i.e. by using rich materials, physical action, play, and through relationships that are marked with conversations that generate and ask questions, utilize discovery learning as an instructional strategy)

Developmentally Appropriate-Practice based on research in children's learning and development, children's interests, abilities, and developmental progress, and cultural values and expectations that provide relevant, meaningful and respectful learning.

Engaging- Approaches are included that are motivational and promote children's active involvement in learning tasks including asking critical thinking questions to increase understanding, knowledge, skills, and abilities related to specific learning objectives.

Multimodal-Engagement of children's senses, experiences that build on children's interests (abilities e.g. Gardner's multiple intelligences) while scaffolding them and encouraging growth in challenging areas. Includes technology, which should be active interactive and empower children's construction of knowledge. However, technology is one of many available options to support learning

## **Elementary Education Grade 1-6**

### **Literacy**

- Teaching of an essential language function to develop and practice a literacy strategy (Analysis of characters)
- Teaching of a related language demand making authentic connections between reading and writing
- Teaching related syntax or discourse skills

### **Math**

- Analyze a formative assessment
- Develop a re-engagement lesson based on an error analysis of the formative assessment
- Build conceptual, procedural fluency (computational skills), and problem solving ability

## **Clarification of Some Terms**

### **Language Related**

Language Demands-specific way language is used by students to participate in language tasks

Language Functions-the content and language focus of the learning task represented by active verbs such as analyzing and interpreting a plot

Vocabulary- words and phrases used within the discipline

Discourse- structures of written and oral language specific to the discipline

### **Math Related**

Conceptual Understanding- recognizes label and generates examples of concepts, interrelated models etc.

Problem Solving-Tasks that the solution is not known in advance

### **Special Education**

is obtained

-One ex: Identify one learning goal for a focus learner

-Goals can be academic or non-academic

-However, the learning goals are the focus for the lessons

-Review baseline data for expressive or receptive communication skill related to the learning goal

-If goal is non-academic, explain the goal's application to the IEP

-Goals should provide the opportunity for students to develop, practice and generalize knowledge and skills

-Planned supports are included to scaffold learning

### **3. Classroom Management**

The candidate should demonstrate competence and skill in:

- supervising transition times.
- arranging the classroom for specific instructional purposes.
- managing a class for instruction.
- maintaining classroom rules and procedures.
- employing a variety of techniques for developing appropriate student behaviors and strategies to respond to behavioral problems.

#### **4. Evaluation of Student Learning:**

The candidate should demonstrate competence and skill in:

- assessing, analyzing, and interpreting student achievement data as a basis for individual and group planning and instructional decisions.
- constructing tests and other assessment measures.
- administering and supervising standardized test taking;
- maintaining samples of students' work or assessment portfolios.
- reporting student progress to parents in understandable terms.
- observing as a basis for decisions.
- keeping records of students' progress.

#### **5. Professional Roles and Responsibilities**

The candidate should demonstrate competence and skill in:

- developing strategies to establish and maintain positive and productive relationships with pupils' families.
- understanding the roles and responsibilities of teachers and demonstrating professional dispositions.
- maintaining positive supportive relationships with school and community leaders and staff.

### **Guidelines for Clinical Practice**

Some candidates at Medgar Evers College will engage in clinical practice while employed in particular schools as aides, paraprofessionals or teachers. Others will be completely new to their clinical settings. In general, however, the following guidelines apply to all candidates.

#### **First Minutes at The School**

1. First impressions are lasting impressions. In preparation for the initial visit to the assigned clinical setting, candidates are encouraged to prepare a list of questions to ask the cooperating teacher that facilitates candidates' orientation to the site; such as information regarding school policies and/or handbook, building resources and key offices. Candidates arrive early and dress professionally. Candidates go to the office and

sign in the Visitor's Handbook. In preparation for the initial visit with the college supervisor, candidates reviewed the performance assessment materials and confirm the choice of performance assessment (childhood elementary education, early childhood education, special education).

#### First Time Meeting with the School Based Contact Person and/or Cooperating Teacher

2. Candidates should present to the school-based contact person and to the cooperating teacher the Clinical Practice Placement Letter (See Appendix) and a copy of the weekly class schedule detailing the time and days of their classes. Candidates should discuss expectations for clinical practice, in particular, a consistent weekly schedule of the three days the candidate will come from 8:30 am- 2:45 pm. Also, candidates inquire about non-participatory observation of out-of-class activities, such as, data analysis, faculty meetings ...or participatory observation of out-of-class activities, such as professional development. Additionally, candidates discuss videotaping requirements for clinical practice. The parent permission letter is presented to the cooperating teacher. Candidates discuss how parents are informed about videotaping requirements. Copies of the letter are made and distributed to parents. (See sample introduction letter in Appendix). Candidates request a brief tour of the school. Candidates provide the college supervisor with the copies of the parent permission letters for videotaping and candidates detailed weekly schedule.

#### Understanding Community Assets

3. Candidates' knowledge about the community assists candidates in the preparation of lessons and working with students and their families. At the beginning of clinical practice after the completion of a school day, candidates plan to tour the surrounding community, in particular, identify resources such as public library and parks, transportation facilities (bus stops and train stations) and information regarding street parking around the school perimeter and neighborhood blocks. What does the community assets tell you about the community's strengths? Candidates ask cooperating teachers about the resources in the area. Candidates visit the community board and bring back brochures identifying community resources to share with cooperating teacher and classroom parents.

4. Candidates schedule a follow-up meeting with the cooperating teacher to establish a clear understanding of classroom and teaching responsibilities. Candidates develop collaboratively with their cooperating teacher a plan of classroom duties and teaching responsibilities for the first week in the classroom. Candidates are encouraged to take the initiative and make suggestions, such as assisting with bulletin boards, clerical duties, and working with individual students and small groups in subjects, if applicable, related to your liberal arts concentration.

5. During the first week of clinical practice, candidates:

- spend some time learning about general rules and policies of the school and reasons for these regulations, become familiar with school procedures concerning safety regulations, fire and security drills, hall or playground supervision, use of the cafeteria and any special services available such as library, counseling, and medical services.

- learn the routines of the class, find out where the supplies are stored and how attendance is kept, become familiar with the textbooks and trade books used in the classroom and learn how they are used.
- become acquainted with the classroom pupils, such as children's names, backgrounds, interests, strengths and challenges. This information is obtained through discussion with the cooperating teacher, observations and student interviews.
- primary type of observation is referred to as participatory observation. Observation is conducted during the course of the day as the candidate carries out classroom tasks and responsibilities.
- begin to work with one child in a specified way; then advance to working with a small group of children and ultimately conduct whole group lessons for part of the day and ultimately for the full day
- observe the cooperating teacher's management techniques and instructional strategies, and request to review the cooperating teacher's curriculum guides and supplementary materials.

#### Candidate Professionalism

6. In order to build rapport and maintain a collaborative relationship with the cooperating teacher, candidates are encouraged to:

- keep an open mind. Candidates' behavior must reflect that they are a guest in the classroom and are there to learn. Candidates maintains open communication with the cooperating teacher and college supervisor. Discuss any problems and successes that occur. Candidates must share ideas and feelings early, especially if something is associated with uncomfortable feelings.
- not use the cell phone during clinical practice, unless it is an emergency or a break time.
- learn from all clinical experiences, even when they disagree with their cooperating teacher. If there are concerns or questions regarding the cooperating teacher, such as instructional strategies, discuss the concerns and seek advice from the college supervisor.
- take the initiative in helping out with things in the classroom. Candidates should be proactive and confident; suggest tasks assists the cooperating teacher.
- avoid engaging in negative comments about students, other teachers, and the clinical setting, in any place on the school grounds.

- ask for help with curriculum and lesson plans. Candidates are not expected to know everything.

7. Candidates are encouraged to view clinical practice as a full time job and professional procedures must be followed.

- Clothing is professional and comfortable enough to flexibly move from sitting on the rug, bending down, and reaching up high. Avoid attire and accessories that may be distracting to students and others.
- In the event that an absence or lateness becomes necessary due to personal illness or other extenuating circumstances, the cooperating teacher and the college supervisor should be notified. The candidate should also call the school office by 8:00 am and leave a message with the secretary or principal. A planned absence or lateness, should be discussed with the cooperating teacher at least a week in advance. In the event of excessive absences or lateness, the clinical practice semester will have to be repeated.

8. Candidates continue to enhance their BA program professional portfolio, which provides evidence of their progress towards becoming an effective teacher.

- Candidates select evidence to include that demonstrates the competencies delineated in the NAEYC (National Association for the Education of Young Children), CEC (Council of Exceptional Children) or ACEI (Association for Childhood Education International) and Interstate New Teacher Assessment & Support Consortium (INTASC) Principles. Items such as self-reflections related to standards and self-assessments, unit plans, lesson plans, and videotapes from clinical practice, and most importantly, and samples of students' work that illustrates the candidates' impact on students' learning during clinical practice should be included.
- Candidates are required to present their professional portfolio to a faculty review committee during the spring semester of clinical practice. The professional portfolio can also be useful in interviews with prospective employers.

## Assessment of Clinical Practice

The college supervisor and cooperating teacher formally observe candidates three times in the classroom setting during the semester. In addition, candidates submit to the college supervisor, one videotaped lessons for evaluation for early childhood special education. But the semester that the candidate in the Early Childhood Special Education Program has a nursery clinical practice site, an additional videotaped lesson is submitted. Candidates in the childhood or childhood special education submit only one additional video per semester. College supervisors, based on candidates' needs may schedule additional visits. But, the additional visits are scheduled to observe specific aspects of the candidates' instructional delivery.

As part of clinical practice, candidates are expected to demonstrate an understanding of and use of technology in the classroom to support their instruction and student learning. Candidates are required to complete an inventory of technology resources at their clinical site; integrate technology into one lesson; and include discussion about the effectiveness of their and/ or students' use of technology in a final reflective essay.

Prior to formal lesson observations, candidates are required to seek guidance from the cooperating teacher and college supervisor by scheduling pre-observation conferences with them. Candidates are required to bring a type-written lesson plan (See Appendix) to the pre-observation conferences with their cooperating teachers and college supervisors. It is recommended that following each formal observation, a post-observation conference be held involving the observed candidate, college supervisor and cooperating teacher. The college supervisor, cooperating teacher and observed candidate are required to complete the applicable School of Education Candidate Assessment form (See Appendix) for each formally observed lesson.

Candidates are required to submit to their college supervisor a completed School of Education Clinical Experience Candidate Performance Evidence Packet for each formally observed lesson. Each packet should include the Lesson Plan, completed Evaluation Forms from the cooperating teacher and college supervisor, Assessment Summary of Student Performance Outcomes, Exemplars of Student Work and relevant Reflective Narrative(s) on planning, implementing and the outcomes of the lesson.

Candidates are expected to develop and maintain dispositions appropriate and conducive to the profession throughout their program of study. Candidates' dispositions are assessed at multiple points during their program of study. Formal assessment of candidates' dispositions is completed during the first semester of clinical practice. During the evaluation process of the second formal lesson observation, the college supervisor and cooperating teacher assess candidates' dispositions using the School of Education Disposition Assessment Point 3 form and Teacher-Student Interactions Checklist (See Appendix revising). Candidates who perform at the unsatisfactory and/or emerging levels in area of the dispositions assessment will be required to meet with their college supervisor and/or the Department Chair to discuss the assessment and develop a plan for improvement. Candidates who receive (-) notations on the Teacher-Student Interactions Checklist will be asked to reflect on

their interactions with students and focus on improving these areas during their clinical practice. Candidates who perform at the competent level in any area of dispositions assessment will be responsible for independently enhancing/monitoring their performance in the indicated area(s).

### APPENDIX

#### Clinical Practice Placement Requirements\*

BA DEGREE PROGRAM	SEMESTER I (Minimum 14 weeks/150 hours)	SEMESTER II (Minimum 14 weeks/150 hours)
Early Childhood Special Education (ECSE)	Nursery (3 days/7 weeks) and Pre/K or Kindergarten (3days/7weeks) Special Education Setting or Inclusive Setting	Grade 1 or 2 Special Education Setting or Inclusive Setting
Childhood Special Education (CSE)	Grade 4, 5, or 6	Grade 1, 2, or 3

	Special Education Setting or Inclusive Setting	Special Education Setting or Inclusive Setting
Childhood Education (CE)	Grade 4, 5, or 6	Grade 1, 2, or 3

\* Semester site requirements can be modified by School of Education only. Sometimes lower grades are assigned first semester, and upper grades assigned second semester. This order is flexible and subject to site assignments.

**CLINICAL PRACTICE TIME LOG**

Candidate: \_\_\_\_\_ EDUC \_\_\_\_\_ Semester: \_\_\_\_\_

Clinical Site: \_\_\_\_\_ Address \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

General Ed. \_\_\_\_\_ Special Ed. \_\_\_\_\_ Inclusion: \_\_\_\_\_

(Report time in intervals of hours and ½ hours)

A= Observing B=Assisting & Other School Activities C=Teaching T=Total Amount of hours per day

Week of:	Mon.	Tues.	Wed.	Thurs.	Fri.	Total					
	A B C	T	A B C	T	A B C	T	A B C	T	A B C	T	
	A B C	T	A B C	T	A B C	T	A B C	T	A B C	T	
	A B C	T	A B C	T	A B C	T	A B C	T	A B C	T	
	A B C	T	A B C	T	A B C	T	A B C	T	A B C	T	
	A B C	T	A B C	T	A B C	T	A B C	T	A B C	T	
	A B C	T	A B C	T	A B C	T	A B C	T	A B C	T	
	A B C	T	A B C	T	A B C	T	A B C	T	A B C	T	
	A B C	T	A B C	T	A B C	T	A B C	T	A B C	T	

**Total Time:** \_\_\_\_\_

**Date of Formal Observations:** \_\_\_\_\_

**College Supervisor** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Print*

*Signature*

**Cooperating Teacher** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Print**

**Signature**

## Appendix 2F: Letters to Cooperating Teacher



1650 Bedford Avenue, Suite 1007 /718-270-4911

Email: [dwright@mec.cuny.edu](mailto:dwright@mec.cuny.edu)

---

Brooklyn, NY 11225

Dear Cooperating Teacher,

Thank you for lending your hand to sculpt our future teachers. Medgar Evers College clinical experience constitutes the pinnacle of our Teacher Education Program. The clinical experience provides opportunities for teacher candidates to integrate theoretical constructs, knowledge, skills and dispositions. Clinical practice is the culmination of prior carefully selected field experiences. To complete candidates' development of practical experience, clinical practice placements are carefully selected to develop the proficiencies required through participatory observation of effective teachers. The teacher candidates can't wait to start teaching individual lessons, small groups lessons, parts of your lesson, then whole class lessons on their own.

The clinical experience is a cooperative endeavor. It requires planning and supervision by both the college and the cooperating school. Your cooperation is needed to facilitate the clinical experience for our teacher candidates by providing them with information about the students that they will teach. Your role in accepting a teacher candidate as a pre-professional, informs the school community of the importance of the clinical experience.

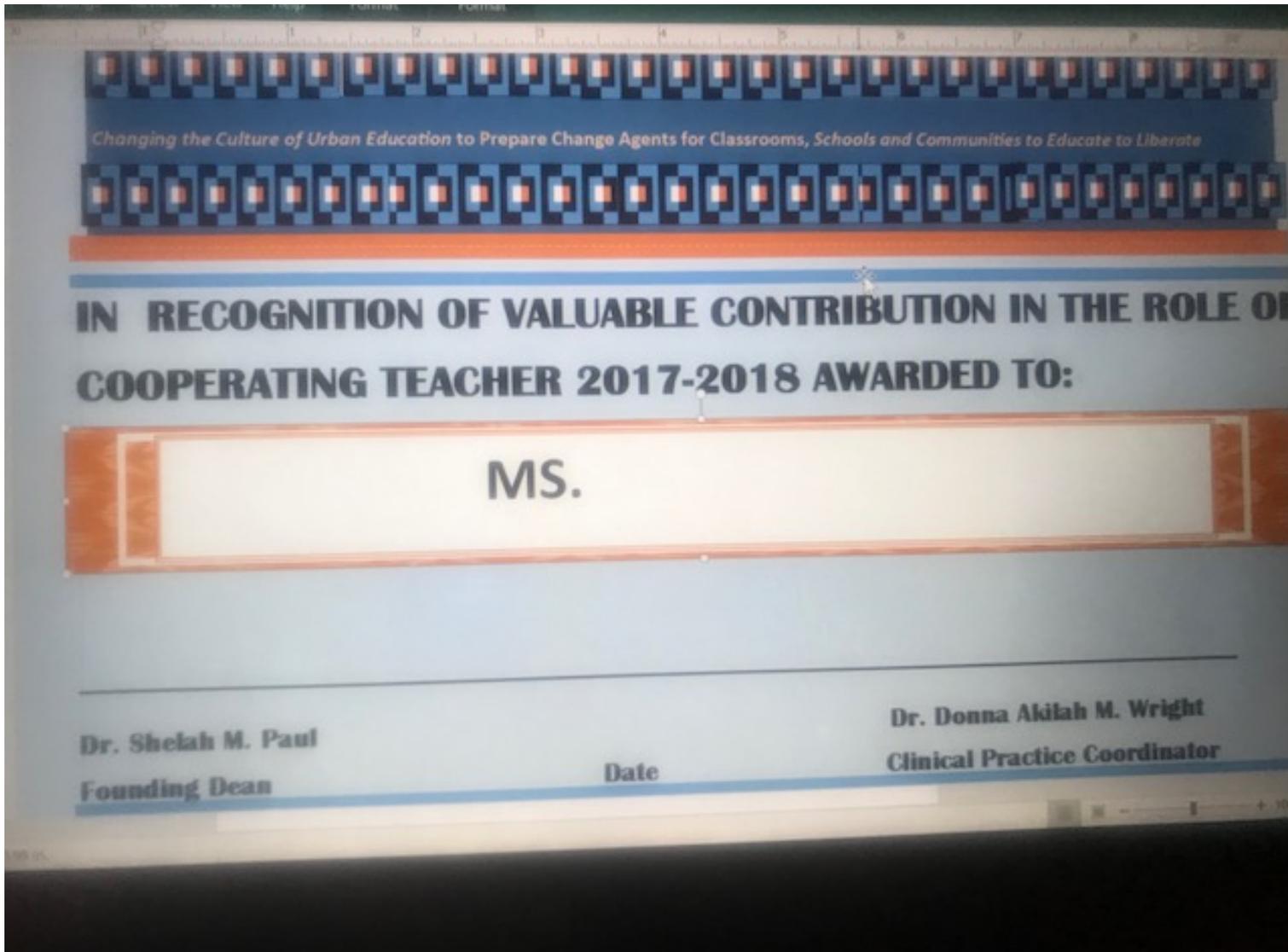
Cooperating Teachers, who desire to enroll in an undergraduate course offered at Medgar Evers College, are eligible to receive a tuition waiver for three undergraduate credits. Tuition waivers must be used within one year following the semester of service as a Cooperating Teacher.

Teacher candidates are required to complete a minimum of 150 hours per semester under the supervision of a College Supervisor and a Cooperating Teacher, who has a minimum of three years experience and is New York State certified. The cooperation and collaboration between the College Supervisor and Cooperating Teacher is essential for a successful clinical experience. Most teacher candidates do their internship a minimum of 3 full days per week, for 6-10 weeks. Please note that the teacher candidates, who pursue the course of study for dual certification in Early Childhood Special and General Education, must complete a semester and/or seven weeks of practicum in each setting of the intended certification.

Your willingness to collaborate with Medgar Evers College to achieve its goal of providing an effective teacher education program for aspiring teachers is greatly appreciated. If you require additional information, please do not hesitate to contact me at [dwright@mec.cuny.edu](mailto:dwright@mec.cuny.edu) or (718) 270-4911.

Sincerely,  
Donna Akilah M. Wright  
Dr. Donna Akilah M. Wright  
Interim Director of Early Field & Clinical Practice

Appendix 2G: Sample Award



## Appendix 2.3bJ

Medgar Evers College  
City University of New York  
EDUCATION DEPARTMENT  
Dispositions Rubric

**Candidate:** \_\_\_\_\_

**Program:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessment Point/When Completed** (Check one):

- 1-Early (Program Entry/ Introductory Course)
- 2-Midpoint (Entry to BA)
- 3-Final (Program Completion/ Clinical Practice)

**Completed by** (Check one):

- Cooperating Teacher
- Candidate/Pre-Service Teacher (Self-Assessment)
- Faculty
- Mentor
- Advisor

**Instructions:** Use the descriptions provided for each level as the basis for your evaluation of the dispositions.

Dispositions	Professional Standards Addressed	Unable to Evaluate	Level			
			Unsatisfactory	Emerging (Goal for Introductory Course)	Target (Goal for Matriculating into BA)	Exemplary (Goal for Clinical Practice)
1	<b>Enthusiastic about learning and teaching</b>		<p>Candidate <b>never or rarely demonstrates</b> enthusiasm about learning and teaching.</p> <p>Attributes and observable behaviors include:</p> <ul style="list-style-type: none"> <li>• Candidate does not maintain positive attitude in classes and/or fieldwork.</li> <li>• Candidate does not envision self as a teacher.</li> </ul>	<p>Candidate <b>occasionally demonstrates</b> enthusiasm about learning and teaching, however there is some inconsistency in the frequency of these behaviors.</p> <p>Attributes and observable behaviors include:</p> <ul style="list-style-type: none"> <li>• Candidate maintains positive attitude in classes and/or fieldwork.</li> <li>• Candidate envisions self as a teacher.</li> </ul>	<p>Candidate <b>frequently and often applies</b> enthusiasm about learning and teaching.</p> <p>Attributes and observable behaviors go beyond Emerging to also include:</p> <ul style="list-style-type: none"> <li>• Candidate understands the role of standards in the profession.</li> <li>• Candidate offers ideas, strategies, and opinions to enhance learning.</li> </ul>	<p>Candidate <b>almost always and consistently models leadership</b> through enthusiasm about learning and teaching.</p> <p>Attributes and observable behaviors go beyond Target to also include:</p> <ul style="list-style-type: none"> <li>• Candidate independently extends own learning.</li> <li>• Candidate seeks out opportunities for professional development.</li> <li>• Candidate positively contributes to the learning of others.</li> </ul>
2	<b>Respects Diversity</b>		<p>Candidate <b>never or rarely demonstrates</b> respect for diversity.</p> <p>Attributes and observable behaviors include:</p> <ul style="list-style-type: none"> <li>• Candidate does not show consideration for the needs of diverse learners (e.g., differentiation, adaptation, modification).</li> </ul>	<p>Candidate <b>occasionally demonstrates</b> respect for diversity, however there is some inconsistency in the frequency of these behaviors.</p> <p>Attributes and observable behaviors include:</p> <ul style="list-style-type: none"> <li>• Candidate recognizes needs of diverse learners (e.g., differentiation, adaptation, modification)</li> <li>• Candidate values other perspectives, ideas, opinions, cultures.</li> </ul>	<p>Candidate <b>frequently and often applies</b> strategies that convey respect for diversity.</p> <p>Attributes and observable behaviors go beyond Emerging to also include:</p> <ul style="list-style-type: none"> <li>• Candidate displays strong beliefs that all children can learn.</li> <li>• Candidate can explain the significance of diversity in teaching and learning.</li> </ul>	<p>Candidate <b>almost always and consistently models leadership</b> by showing respect for diversity.</p> <p>Attributes and observable behaviors go beyond Target to also include:</p> <ul style="list-style-type: none"> <li>• Candidate creates and/or contributes to a learning environment that supports individual differences.</li> <li>• Candidate demonstrates insightful understanding of the needs of diverse learners.</li> <li>• Candidate can provide a comprehensive rationale for instructional choices.</li> </ul>

3	<b>Reflects on practice</b>	NAEYC 4d ACEI 5.1		<p>Candidate <b>never or rarely demonstrates</b> attributes of reflective practice.</p> <p>Attributes and observable behaviors include:</p> <ul style="list-style-type: none"> <li>• <i>Candidate does not reflect on practice or reflections are superficial.</i></li> <li>• <i>Candidate cannot articulate the connection between teaching and learning.</i></li> </ul>	<p>Candidate <b>occasionally demonstrates</b> respect for diversity, however there is some inconsistency in the frequency of these behaviors.</p> <p>Attributes and observable behaviors include:</p> <ul style="list-style-type: none"> <li>• <i>Candidate's reflections and coursework demonstrate awareness of the connection between teaching and learning.</i></li> <li>• <i>Candidate's reflections and coursework show an attempt to use evidence, data, and research to support assertions and decision-making, however these practices are inconsistent.</i></li> </ul>	<p>Candidate <b>frequently and often applies</b> attributes that illustrate respect for diversity.</p> <p>Attributes and observable behaviors go beyond Emerging to also include:</p> <ul style="list-style-type: none"> <li>• <i>Candidate's reflections indicate instructional decisions are based on data and evidence.</i></li> <li>• <i>Candidate's reflections demonstrate changes in planning, instruction and curriculum implementation that provides learning opportunities to support students socially, intellectually, and emotionally.</i></li> <li>• <i>Candidate's reflections draw upon research to support assertions with reasons and valid evidence.</i></li> <li>• <i>Candidate's reflections draw upon developmental theories to explain the significance of as well as approaches to serving children, families, and schools.</i></li> </ul>	<p>Candidate <b>almost always and consistently models leadership</b> through reflective practice.</p> <p>Attributes and observable behaviors go beyond Target to also include:</p> <ul style="list-style-type: none"> <li>• <i>Candidate's reflections include analysis and assessment of their own learning or performance.</i></li> <li>• <i>Candidate engages in reflection, analytical thinking and problem-solving.</i></li> <li>• <i>Candidate initiates self-assessment to determine how to improve practice.</i></li> <li>• <i>Candidate makes insightful reflections on field experiences and coursework.</i></li> <li>• <i>Candidate's reflections show a high degree of self-assessment.</i></li> <li>• <i>Candidate effectively synthesizes research to support assertions with reasons and valid evidence.</i></li> <li>• <i>Candidate's reflections show he/she has the capacity to use multiple and varied pedagogical approaches to organize the classroom for instruction.</i></li> </ul>
4	<b>Believes in social justice and ethics</b>	NAEYC 6b CEC 6.0		<p>Candidate <b>never or rarely demonstrates</b> a belief in social justice and ethics.</p> <p>Attributes and observable behaviors include:</p> <ul style="list-style-type: none"> <li>• <i>Candidate does not demonstrate a belief in social justice or ethical behaviors.</i></li> </ul>	<p>Candidate <b>occasionally demonstrates</b> belief in social justice and ethics, however there is some inconsistency in the frequency of these behaviors.</p> <p>Attributes and observable behaviors include:</p> <ul style="list-style-type: none"> <li>• <i>Candidate demonstrates academic integrity and</i></li> </ul>	<p>Candidate <b>frequently and often applies</b> attributes that illustrate belief in social justice and ethics.</p> <p>Attributes and observable behaviors go beyond Emerging to also include:</p> <ul style="list-style-type: none"> <li>• <i>Candidate is open to accepting, listening, and considering the</i></li> </ul>	<p>Candidate <b>almost always and consistently models leadership</b> through a belief in social justice and ethics.</p> <p>Attributes and observable behaviors go beyond Target to also include:</p> <ul style="list-style-type: none"> <li>• <i>Candidate promotes equity, equal opportunity and access.</i></li> <li>• <i>Candidate is trustworthy with others.</i></li> </ul>

				<p><i>contributes positively to the classroom environment.</i></p> <ul style="list-style-type: none"> <li>• <i>Candidate shows an understanding and respect for children, peers, and authorities in college and collaborating sites.</i></li> <li>• <i>Candidate shows and demonstrates understanding of decorum in both verbal and written interactions</i></li> <li>• <i>Candidate shows good will when dealing with conflicts--focused on solutions, not destruction</i></li> </ul>	<p><i>differing ideas and ways of being of others.</i></p> <ul style="list-style-type: none"> <li>• <i>Candidate displays a non-judgmental attitude.</i></li> <li>• <i>Candidate shows awareness of stereotypes and their detrimental effects on treating others fairly.</i></li> <li>• <i>Candidate can respectfully agree to disagree.</i></li> <li>• <i>Candidate applies ethical behaviors and principles while working with children, parents, peers, and educators in the field.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Candidate takes a social action approach to improving the lives of students.</i></li> <li>• <i>Candidate advocates for students.</i></li> <li>• <i>Candidate displays capacity to lead for change by enacting practice that liberates, transforms, and empowers students and colleagues.</i></li> <li>• <i>Candidate designs learning opportunities that encourage students' development as critical thinkers, problem-solvers, leaders, and global citizens.</i></li> <li>• <i>Candidate fosters independent learning and inquiry in K-12 classrooms.</i></li> <li>• <i>Candidate invites multiple perspectives and is willing to explore new ideas.</i></li> <li>• <i>Candidate enacts democratic principles.</i></li> <li>• <i>Candidate refrains from framing practice in a deficit model or condemnation.</i></li> </ul>
5	<b>Resourceful, responsible and academic integrity</b>	NAEYC 6d	<p>Candidate <b>never or rarely demonstrates</b> responsibility and academic integrity.</p> <p>Attributes and observable behaviors include:</p> <ul style="list-style-type: none"> <li>• <i>Candidate does not demonstrate resourcefulness, responsibility, or initiative.</i></li> <li>• <i>Candidate is not a self-starter.</i></li> </ul>	<p>Candidate <b>occasionally demonstrates</b> responsibility and academic integrity, however there is some inconsistency in the frequency of these behaviors.</p> <p>Attributes and observable behaviors include:</p> <ul style="list-style-type: none"> <li>• <i>Candidate completes assignments in a timely fashion in accordance with requirements.</i></li> <li>• <i>Candidate attends classes, is punctual, and prepared for class and meetings.</i></li> </ul>	<p>Candidate <b>frequently and often applies</b> practices that convey responsibility and honesty.</p> <p>Attributes and observable behaviors go beyond Emerging to also include:</p> <ul style="list-style-type: none"> <li>• <i>Candidate willing to explore new ideas; problem solves.</i></li> <li>• <i>Candidate identifies and shares additional resources to enrich class discussions and the quality of his / her individual and group projects.</i></li> </ul>	<p>Candidate <b>almost always and consistently models leadership</b> through responsibility and honesty.</p> <p>Attributes and observable behaviors go beyond Target to also include:</p> <ul style="list-style-type: none"> <li>• <i>Candidate's coursework is exemplary and displays high levels of professionalism.</i></li> <li>• <i>Candidate models appropriate behavior and attire that exemplifies professional practice.</i></li> <li>• <i>Candidate draws on a wide array of sources to support</i></li> </ul>

				<ul style="list-style-type: none"> <li>• Candidate keeps up to date with readings and assignments.</li> <li>• Candidate shows interest in course content and others' ideas by asking questions and sharing reactions.</li> <li>• Candidate keeps up with his/her responsibilities as a group member.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate conducts her/himself to best support a positive climate in the classroom.</li> <li>• Candidate is a team player.</li> <li>• Candidate's coursework demonstrates communicative competence in writing and oral discussions/presentations.</li> <li>• Candidate uses different communication styles (including interpersonal and electronic modes) that are appropriate for academic contexts.</li> </ul>	<p>assertions and instructional decisions.</p> <ul style="list-style-type: none"> <li>• Candidate is a self-regulated learner; self-starter; asks for help; asks questions to seek clarification.</li> <li>• Candidate seeks out resources or assistance when needed; and is able to multi-task.</li> </ul>
6	<b>Open to constructive critique</b>		<p>Candidate <b>never or rarely demonstrates</b> openness to constructive critique.</p> <p>Attributes and observable behaviors include:</p> <ul style="list-style-type: none"> <li>• Candidate does not demonstrate openness to constructive critique.</li> <li>• Candidate takes criticism as a personal attack.</li> <li>• Candidate does not demonstrate commitment to or belief in life-long learning.</li> </ul>	<p>Candidate <b>occasionally demonstrates</b> openness to constructive critique, however there is some inconsistency in the frequency of these behaviors.</p> <p>Attributes and observable behaviors include:</p> <ul style="list-style-type: none"> <li>• Candidate is willing and able to give to peers and receive feedback from peers.</li> <li>• Candidate uses constructive feedback from peers and instructor to improve as a learner.</li> <li>• Candidate demonstrates that he or she benefits from feedback.</li> </ul>	<p>Candidate <b>frequently and often applies</b> practices that convey openness to constructive critique.</p> <p>Attributes and observable behaviors go beyond Emerging to also include:</p> <ul style="list-style-type: none"> <li>• Candidate is able to distinguish between feedback and critique.</li> <li>• Candidate is able to use critique protocols such as "critical friend" with peers, faculty, and educators in the field and shows willingness to incorporate critique in order to expand his/her repertoire / improve abilities, skills, work products, expand one's perspective.</li> <li>• Candidate can appropriately use critique protocols to express differences of opinion in a rational and respectful way.</li> </ul>	<p>Candidate <b>almost always and consistently models leadership</b> through openness to constructive critique.</p> <p>Attributes and observable behaviors go beyond Target to also include:</p> <ul style="list-style-type: none"> <li>• Candidate recognizes personal limitations.</li> <li>• Candidate makes adjustments to practice based upon self-assessment and feedback.</li> <li>• Candidate models commitment to life-long learning.</li> <li>• Candidate shares perspectives and experiences with peers to promote professional growth.</li> <li>• Candidate is curious and shows enthusiasm for teaching and learning.</li> <li>• Candidate engages in ongoing research to stay current and identify strategies that will support student learning.</li> <li>• Candidate seeks out feedback to engage in ongoing self-assessment and to identify areas for improvement.</li> </ul>

							<ul style="list-style-type: none"> <li>• Candidate uses a “feedback loop” to promote student learning.</li> </ul>
7	<b>Rapport with the learning community</b>	NAEYC 6c CEC 7.0 ACEI 5.2		<p>Candidate <b>never or rarely demonstrates</b> rapport with the learning community.</p> <p>Attributes and observable behaviors include:</p> <ul style="list-style-type: none"> <li>• Candidate does not demonstrate rapport with the learning community.</li> <li>• Candidate is often resistant to working collaboratively with peers.</li> <li>• Candidate does not make positive contributions to the classroom community or contributions do not enhance the learning environment.</li> </ul>	<p>Candidate <b>occasionally demonstrates</b> rapport with the learning community, however there is some inconsistency in the frequency of these behaviors.</p> <p>Attributes and observable behaviors include:</p> <ul style="list-style-type: none"> <li>• Candidate works well with others.</li> <li>• Candidate interacts in a respectful manner.</li> <li>• Candidate shows respect for class routines and standards; demonstrates clear commitment to contributing to the positive environment in the classroom; team player who shows interest in both his/her growth and the growth of others.</li> <li>• Candidate respects the learning environment and uses electronic devices only for academic purposes when in class.</li> </ul>	<p>Candidate <b>frequently and often applies</b> practices that convey rapport with the learning community.</p> <p>Attributes and observable behaviors go beyond Emerging to also include:</p> <ul style="list-style-type: none"> <li>• Candidate shows courtesy, empathy, respect, and good will in all s/he does, including: manner of listening and speaking and writing to others, quality of work products, interest in the success of others.</li> <li>• Candidate is able to respectfully disagree and debate relevant issues in class.</li> <li>• Candidate’s contributions help to enhance the class through active engagement and participation learning community.</li> <li>• Candidate displays thoughtful and responsive listening.</li> </ul>	<p>Candidate <b>almost always and consistently models leadership</b> through professional and collegial relationships with peers, faculty, and parents</p> <p>Attributes and observable behaviors go beyond Target to also include:</p> <ul style="list-style-type: none"> <li>• Candidate maintains positive attitude, contributes to a positive learning environment.</li> <li>• Candidate shows interest and high level of engagement in class discussions.</li> <li>• Candidate demonstrates capacity to promote and foster a community of learners.</li> <li>• Candidate collaborates and works with peers as an active member indicative of the professional culture.</li> <li>• Candidate displays a supportive attitude during interactions with peers.</li> <li>• Candidate fosters opportunities for peers to learn and reflect on practice.</li> <li>• Candidate models exemplary practices and leadership for peers.</li> <li>• Candidate is willing to help peers when necessary.</li> </ul>
8	<b>Caring and commitment</b>	NAEYC 6c		<p>Candidate <b>never or rarely demonstrates</b> caring and commitment to</p>	<p>Candidate <b>occasionally demonstrates</b> caring and commitment to professional and collegial relationships, however there is some</p>	<p>Candidate <b>frequently and often applies</b> practices that convey caring and commitment to professional and collegial relationships.</p>	<p>Candidate <b>almost always and consistently models leadership</b> through attributes indicative of caring and</p>

				<p>professional and collegial relationships.</p> <p>Attributes and observable behaviors include:</p> <ul style="list-style-type: none"> <li>• <i>Candidate does not demonstrate caring and commitment to professional and collegial relationships.</i></li> </ul>	<p>inconsistency in the frequency of these behaviors.</p> <p>Attributes and observable behaviors include:</p> <ul style="list-style-type: none"> <li>• <i>Candidate's coursework shows awareness of the benefits of planning.</i></li> <li>• <i>Candidate's discussions indicate strong commitment to professional and collegial relationships with students, families, and colleagues.</i></li> </ul>	<p>Attributes and observable behaviors go beyond Emerging to also include:</p> <ul style="list-style-type: none"> <li>• <i>Candidate works with students, families, colleagues as a professional.</i></li> <li>• <i>Candidate shows genuine concern for members of the community and students.</i></li> </ul>	<p>commitment to professional and collegial relationships.</p> <p>Attributes and observable behaviors go beyond Target to also include:</p> <ul style="list-style-type: none"> <li>• <i>Candidate is dedicated to the profession, children, and families.</i></li> <li>• <i>Candidate is responsive to peers, students, parents, and educators in the field.</i></li> <li>• <i>Candidate is an active member of at least one professional organization.</i></li> </ul>
--	--	--	--	---	--	---	--

**Grading Scale:** N/A

Candidates who perform at the unsatisfactory and/or in area of the dispositions assessment are required to meet with their mentor and/or Department Chairperson to discuss the assessment and develop a plan for improvement. The mentor will monitor the plan. If a candidate does not demonstrate improvement, or fails to adhere to the plan, a letter of concern will be sent to the candidate and a meeting will be held with the Department Chairperson. Candidates who perform at the competent level in any area of dispositions assessment will be responsible for independently enhancing/monitoring their performance in the indicated area(s).

**Comments:**

**Candidate Signature:** \_\_\_\_\_

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

Candidates should retain a copy of the completed assessment for their records. The Department will also retain a copy of this form.

### **Professional Standards Addressed**

NAEYC 4d: Reflecting on own practice to promote positive outcomes for each child

NAEYC 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

NAEYC 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

NAEYC: 6d: Integrating knowledgeable, reflective, and critical perspectives on early education

NAEYC 6e: Engaging in informed advocacy for young children and the early childhood profession

CEC 6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

CEC 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

ACEI 5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

ACEI 5.2: Collaboration with families, colleagues, and community agencies—

Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children and well-being of children.



*STANDARD 3: The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program.*

### **STANDARD 3: Candidate Quality, Recruitment, and Selectivity**

The EPP is dedicated to recruiting high quality candidates that represent a broad range of backgrounds and diverse populations. The *EPP Recruitment and Retention Plan (See Evidence)* includes specific goals for recruitment and retention along with baseline data, rationale, and progress results. The impetus for this plan came from the EPP's Proposal for a School of Education (2014-2015). The EEP's recruitment and retention plan provides baseline data and monitors progress annually (each spring).

#### **3.1**

##### **Plan for Recruitment of High Quality Candidates from Diverse Backgrounds**

Overall EPP enrollment has been on the rise since 2015. In Spring 2015 – 12 candidates were accepted into the BA program [1 Childhood Education (CE); 4 Childhood Special Education (CSE); 7 Early Childhood Special Education (ECSE)]. In accordance with the college's mission to increase overall enrollment, and in efforts to increase enrollment as the education department expanded from a department to a school – the EPP set an ambitious goal to increase enrollment by 25% per year. The five-year enrollment goal is outlined in [Table 3.1](#) and disaggregated by program – the 5-year goal set forth in 2015 was to increase number of candidates accepted into the BA program from 12 (in 2015) to 38 by 2020. In order to drive enrollment, the EPP placed an emphasis on increasing the number of candidates recruited from the AA degree program. In 2015, 38 candidates completed the requirements for their AA degree, yet only 12 candidates were admitted to one of the BA programs (32%). According to the MEC Snapshot 2014-2015 the mean GPA of the AA degree graduates in 2015 was 3.0 – suggesting there was a large number of qualified candidates who could have matriculated into the BA program. Thus, the EEP increased efforts to recruit the college's qualified AA students.

These increased recruitment efforts have involved one-on-one academic advisement meetings with sophomores enrolled in the AA program (candidates apply to the BA program at the end of their sophomore year). All AA candidates are required to have one-on-one meetings with a departmental designee and these meetings include a review of each candidate's *Degree Works* – a flexible web based degree audit and academic advising tool for undergraduate programs that allows advisors and students

to view degree progress 24 hours a day / 7 days a week. As a result, both the candidate and advisor can examine the candidates' progress toward AA degree completion as well as GPA. Records of these meetings and their outcome/s are logged in a Student AA Advisement Meeting Log. Students with a GPA of 3.0 (or higher) are strongly encouraged to apply to the BA program. Students with GPAs between 2.75 and 3.0 who express a deep interest in becoming a teacher are also advised to consider applying to the program with the caveat that they may not be admitted if they are unable to raise their overall GPA to 3.0. The effort to increase enrollment has been effective thus far. [Table 3.2](#) shows the number of candidates admitted to the BA program in 2015, 2016, and 2017 and enrollment has gone up each year: 12, 23, and 27 respectively. This evidence shows the EPP is on track to meeting its 2020 recruitment goals for the BA program.

In addition to increased enrollment, the average GPA of admitted candidates across all programs (2015-2017) has been steadily rising. A five-year goal (and rationale) for increasing the average GPA of admitted candidates from 3.14 (in 2015) to 3.30 (by 2020) is outlined in the ***EPP Recruitment and Retention Plan (See Evidence)***. The actual increases in GPA from 2015-2017 are summarized in [Figure 3.1](#). These data show that there were steady increases in overall GPA of admitted students over the last three years: 3.14 in 2015, 3.20 in 2016, and 3.25 in 2017. When examined by program ([Figure 3.2](#)) the data show that the average GPA for admitted candidates across all programs has also been increasing from 2015-2017 (the n is too small for the CE program to make comparisons). This trend in rising enrollment and GPA support the notion that the EPP has done an adequate job recruiting high quality candidates.

The EPP operates within a college that has open enrollment and a mission to serve students from Central Brooklyn therefore the EPP must consider applicants with GPAs below 3.0. [Table 3.3](#) shows that the majority of candidates admitted into the BA program have GPAs over 3.0 (75% in 2015, 78% in 2016, and 77% in 2017) but just under a quarter of the admitted candidates have fallen below that 3.0 threshold each year. These candidates were given individualized conditions that they had to meet in order to be admitted (e.g., retake a course over the summer, improve math GPA etc.) and these candidates are monitored closely upon admission – this ‘monitoring’ consists of additional meetings with program mentor and concentration mentor. Although the EPP has done a good job recruiting high quality candidates, more could be done to ensure more candidates have GPA's over 3.0. As a result, the EPP has developed a ***GPA Improvement Plan (See Evidence)*** which outlines plans to identify likely program applicants with GPAs below 3.0 at the end of their freshmen year and developing an individualize action plan to improve their GPA.

With regards to recruiting candidates from a broad range of backgrounds and diverse populations – the admitted pool of candidates does an excellent job reflecting the diversity of America’s P-6 students and more specifically the diversity of Central Brooklyn. Over a million Black residents reside in Brooklyn; the current demographic statistics of Central Brooklyn is 317,000 (80% Black; 11% Latinx; 5% White; 3% Other; and 1% Asian) and the school’s goal (as outlined in *EPP Recruitment and Retention Plan*) is to recruit, accept, and graduate candidates that reflect a similar demographic. [Table 3.4](#) shows admitted candidate ethnicities over the last three years (2015-2017). These data show that the accepted candidates reflect a similar demographic breakdown (especially in regards to Black and Latinx candidates who account for approximately 90% of the population in central Brooklyn). On average the percentage of Black and Latinx candidates accepted into the BA program is about 93%. Additional efforts to recruit high-quality candidates have been supported through *Articulation Agreements (See Evidence)* between the EPP and local two-year colleges that are also a part of the CUNY system (Kingsborough Community College and The Borough of Manhattan Community College). These agreements are structured so that students who complete an approved AA degree in education with satisfactory grades (GPA  $\geq$  3.0) will be admitted to the program and previously completed courses will be applied towards the credits required for the BA degree at MEC. [Table 3.5](#) outlines the percentage of candidates admitted as a result of the above-mentioned articulation agreements along with the average GPA of those candidates. Each of the last three years anywhere from 12%-17% of the admitted candidates came from these Articulation Agreements and their average GPA was 3.24. In addition, 55% of the EPP’s candidates of Latinx candidates have enrolled through the abovementioned articulation agreements (50% in 2015, 50% in 2016, 60% in 2017). These data show that the EPP has done an adequate job ensuring the admitted pool of candidates reflects the country’s P-6 diversity and more specifically the diversity of Central Brooklyn.

### **Efforts to Know and Address Needs for Hard-to-Staff Schools and Shortage fields**

The EPP has put forth a tremendous effort to address the needs for “hard-to-staff” schools in New York City. According to the USDOE identified shortage areas in New York City include: Special Education (early childhood, 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. The aforementioned needs served as the impetus for the EPP’s submission and subsequent awarding of multiple grants. In the last three years the school has been supported by three separate grants designed to address the needs of “hard-to-staff” schools in NYC. These grants are summarized below:

- 1) Change Agents for Special Education (CASE) Program (Performance Period 01/01/2013 - 12/31/2017): One of the major goals of the CASE grant was 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)**. The CASE Project produced 47 licensed teachers (13 ECSE and 34 CSE). All of the licensed scholars are employed in various capacities for which they are prepared in special education settings. CASE completers are serving students with disabilities in high need areas in public, charter, and private schools - with many of them in District 75 special education schools.
- 2) Change Agents for Special Education Enhancement (e-CASE) Program (Performance Period 06/01/2016 – 05/31/2021): The e-CASE Grant was an extension of the original CASE grant and was 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. **(eCASE Final Report – See Evidence)**. Halfway through year two – a total of 24 scholars have been enrolled and are moving toward graduation. The project will prepare, retain and graduate at least 60 candidates during the five-year life of the grant to help close the gap in minority, underrepresented professionals for dual-language learners with autism, severe intellectual disabilities and traumatic brain injury in early childhood and elementary school settings in high need areas in NYC and environs.
- 3) My Brother’s Keeper Teacher Opportunity Corps II (MBK TOC) Scholarship (Contract Period 09/01/2016 – 08/31/2021): The purpose of the MBK TOC II Scholarship is to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers. The Teacher Opportunity Corps II program will recruit and prepare 50 teachers in one of the three nationally accredited specialty degree programs to work in focus schools in Brooklyn and Buffalo. It is designed to ensure a lasting and positive effect on classroom performance with regards to STEM concentrations at the elementary, middle & high school levels. It will integrate a clinically rich pre-service model with a 10-month internship experience and includes partnerships with high- needs schools to help them

address the recurrent teacher shortage areas (mentioned above), and foster retention in teaching of highly qualified individuals who value diversity and equity.

These three grants highlight the EPP's constant effort to know and address needs for hard-to-staff schools and shortage fields.

### **Support Program Completion**

The college has two valuable tools that allow the department to support program completion:

*DegreeWorks* and *Early Alert*. As mentioned above, all candidates have access to DegreeWorks, which allows advisors and students to view degree progress 24 hours a day / 7 days a week. The college also has in place an Early Alert system to reach both students and faculty when a student is falling behind or failing their coursework. The Early Alert program requests that college faculty identify students who show signs they will need assistance to succeed in their class as early as possible so that preventive action can take place, before the students withdraw or get too far behind in coursework. At-risk behaviors are electronically reported (e.g., excessive absences, poor academic progress, missing assignments, etc.) and a report is generated and sent to candidates via email, with the subject line, "we are concerned about your progress in class." The email advises students to seek support so that they can succeed in that class.

Additionally, the advising staff will immediately follow up with the student, and in consultation with the faculty member and the student implement a corrective action plan. The college offers further support for candidates is available on an as-needed-basis to help support program completion. These services include (but are not limited to):

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

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

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

The EPP has also implemented an array of supports designed to ensure program completion. For example, prior to program entry all candidates attend a ***BA Workshop (See Evidence)***. This workshop is designed to communicate all requirements for entry to the BA program as well as the expectations and requirements to complete to program. Candidates are also given a ***Need to Know Form (See Evidence)*** that further elucidates admission criteria, requirements for remaining in good standing, criteria for admission to Clinical Practice, progress requirements, and graduation requirements. During the BA Workshop candidates are also presented with a ***Course Sequence (CSE, ECSE, CE)*** that outlines every

required course and identifies the appropriate semester to take each course. These documents have been designed to provide a step-by-step guide that students can follow to successfully complete program requirements with as little confusion as possible. The *Need to Know* form and Course Sequences are also reviewed at mentor and advisement meetings. All candidates are assigned a departmental mentor by department chairs. Candidates meet twice each semester with their mentor – *appointments and meeting outcomes* are recorded by individual faculty mentors.

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

Another important component to support program completion as well as certification and licensure is the *school-wide tutoring system for reading, writing, and mathematics* that has specifically been put in place for supporting candidates as they prepare for advanced level coursework and for certification exams. BA candidates are given departmental assessments in reading, writing, and mathematics upon entry into the program. A response to intervention model is used for candidates who are identified as needing support. Candidates who enter the BA program with a GPA below are automatically assigned to the tutoring program. Approximately 60% of all BA candidates were grouped into tier 1, tier 2, or tier 3, and each tier received the appropriate support as shown in [Figure 3.3](#): Tier 1 – individual tutoring and topical workshops on an as needed basis; Tier 2 – more extensive individual tutoring and topical workshops on an as needed basis (3-4 workshops); and Tier 3 – mandatory tutoring and mandatory attendance at all topical workshops.

This tutoring system was rolled out in the fall of 2017 as the EPP made efforts to support students at risk of falling behind.

### 3.2

#### **Candidates Demonstrate Academic Achievement**

Admissions requirements match CAEP minimum criteria with regards to GPA – both are 3.0. The ***BA application (see Evidence)*** outlines the GPA requirements and the department has kept track of the GPAs

of candidates admitted to the BA programs and the average GPA for all students (desegregated by program) is shown in [Figure 3.2](#). When taking into consideration the EPP's degree granting programs, it should be noted that the enrollment numbers for the Childhood Education (CE) program are too small to be considered statistically. Overall the average GPA's are trending toward the 3.3 goal set forth in the *EPP Recruitment and Retention Plan* ([Figure 3.1](#)). In order to ensure that student GPAs remain high throughout the program, the GPAs of students are reassessed when they apply for clinical practice (*Clinical Practice Application – See Evidence*) and the GPAs of candidates admitted to clinical practice can be seen in [Table 3.6](#). The average GPAs have been consistently above 3.0 at clinical practice entry (2015 – 3.06; 2016 – 3.11; 2017 – 3.22) and have risen each year. These data are consistent with the idea that on a whole – quality candidates have been entering the program.

### **Additional Selectivity Factors**

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

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

In addition to the interview, all BA applicants submit a dispositions-self assessment which is part of the BA Application process. A complete summary of candidates' self-reported dispositions can be found in [Figure 3.4](#). Candidates self-reported dispositions as exemplary (score of 3), competent (score of 2), emerging (score of 1), or unsatisfactory (score of 0). In general candidate averages for each of the eight dispositions were between 2.5 and 3.0 – indicating exemplary (or near exemplary levels). Candidates' highest self-reported scores were in response to the prompt pertaining to be caring and committed

teachers (overall average across programs from 2015-2017 = 2.98). Candidates' lowest self-reported scores were generally in response to the prompt pertaining to being reflective on practice (overall average across programs from 2015-2017 = 2.57). These dispositions are examined at entry to the program but they will be monitored and assessed again during clinical practice – candidate dispositions are assessed by clinical practice supervisors, cooperating teachers, and the candidates themselves.

### 3.3 and 3.4

#### **Criteria and Monitoring of Program Progression from Admissions through Completion**

As mentioned earlier, the EPP has a detailed plan for program progression and this plan is introduced to candidates early and often. Candidates are introduced to the plan in the department's *Need to Know* form which outlines everything a candidate needs to know upon entry into the program (e.g., courses, course sequence, early field requirements, GPA requirements etc.). Although copies of the *Needs to Know* form are available in the Education Suite at all times candidates are officially introduced to the form when they are given (or request) the application for entry to the BA program.

The EPP uses several methods to monitor candidates' advancement ensuring that candidates are developing content knowledge, pedagogical content knowledge, pedagogical skills, and integrating technology:

- 1) *BA Application* - At entry to the BA program candidates submit a *BA Application* which allows the EPP to gather baseline GPA data, Portfolio Data (EPP Unit Standards), Disposition Data, and Demographic Data
- 2) *Concentration Worksheets* – These worksheets present a breakdown of required courses for each of the possible concentrations (English, Math, Science, Social Studies, or Psychology) and collect data on the semester the course is completed by the candidate and the grade earned. Candidates begin completing these at entry to the BA program and they are submitted as a part of the BA Application. The worksheets are then stored in candidate files and updated once each semester during registration with a faculty advisor.
- 3) *Advisement Meetings* – Each semester candidates meet with their faculty advisor to register for courses. During this meeting the advisor and candidate review the candidate's *Degree Works* to check for overall degree progress
- 4) *Clinical Practice Application* – At entry to Clinical Practice candidates submit a Clinical Practice Application which allows the EPP to gather and monitor GPA data, Portfolio Data (Professional Standards), and Disposition Data.

- 5) *Certification Exams* – Candidate performance on the four certification exams provide the EPP an opportunity to monitor progress as well as preparedness for certification.

### **3.5 and 3.6**

Before the EPP recommends any completing candidate for licensure or certification the candidate must reach a high standard for content knowledge in their field and demonstrate the ability to teach effectively with positive impacts on P-6 student learning. Moreover, the school conducts annual evaluations of performances on the Key Assessments in its Assessment Plan to monitor advancement through the teacher preparation programs to ensure candidates are meeting the desired goals of each program at multiple time points. These data are presented in the narrative for standard 5.

### **Candidates reach a high standard for content knowledge and can teach effectively with positive P-6 outcomes**

One way the EPP examines whether a candidate has reached a high standard for content and pedagogical knowledge is by monitoring their performance on state certification exams. The EPP examines candidate performance on the Educating All Students Test (EAS) and the Content Specialty Test-Student with Disabilities (CST-SwD). The EAS measures content knowledge with regards to educating all learners, and the data show that among all test takers – the overall pass rate was 90%. The pass rates in 2016 and 2017 were 83% and 93% respectively. The CST-SwD specifically looks at content and pedagogical knowledge with regards to inclusive learning environments and exceptional learners. The pass rates in 2015, 2016, and 2017 (among test takers) was 75%, 88% and 92% respectively. A complete breakdown of EAS and CST-SwD test performance is given in Standard 1.

Another way the EPP determines whether candidates are reading a high standard for content and pedagogical knowledge is by examining their Professional Portfolios. The Professional Portfolio is a program-specific assessment that reflects candidates' knowledge of content and pedagogical knowledge in the areas of planning, and instruction. Content knowledge reflected in the Portfolio includes the Mathematics Modification Lesson, Reading Assessment and Instructional Plan, and the Guided Reading Lesson Implementation Video and Reflection. At least three program faculty members evaluate the e-portfolio to determine a final rating on this assessment. The EPP's Rating Scale is used:

3 = Exemplary (eloquently and accurately addresses more than 90% of the elements of the standards)

2= Competent (clearly addresses 80% of the elements of the standards)

1= Emerging (adequately addresses 70% of the elements of the standards; requires some additional work or revisions)

0=Unsatisfactory (does not meet expectations or no work submitted)

Candidates are required to construct an active student-centered **Mathematics Modification 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. Candidates engage in this experience during their mathematics methods course in the professional program preparation sequence. 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.

The purpose of **Reading Assessment and Instructional Plan** (EDUC 311/EDUC 505) is to build the candidate's skills in assessment for and of learning, data analysis, synthesizing, and comparing and contrasting information obtained from multiple sources. For this assignment, candidates are instructed to work 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 (ACEI Standards 1.1, 1.2, 2.3, 4.1, 4.2, 5.1). The rubric used to evaluate candidates' ability to apply their content pedagogical knowledge while working with the P-6 student is aligned to SPA standards. Evidence from candidates' field-based experience tutoring the student one-on-one is used to measure their application of knowledge acquired in the concentration and methods courses.

A major challenge in many partner schools is to ensure students are on or above grade level in reading. 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 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, they complete a **Guided Reading Lesson Implementation Video and Reflection**, which includes (a) a conceptualizing essay, (b) two lesson plans, (c) a video recording of their implementation of the lessons they teach, and (d) their post-teaching reflections which include their self-assessments of their performance, as well as detailed analyses of the students' outcomes in relation to their teaching. 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.

**Candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.**

The clinical practice experience (fully described in Standard 2) requires candidates to demonstrate the ability to apply their knowledge in practice situations. Data on CSE candidates shows that of the 31 candidates prepared from 2015-2017 87% (27) met all seven CEC standards at the exemplary or competent level. More specifically, two areas of strength for candidates were CEC Standard 6 (Professional Learning and Ethical Practice) and CEC Standard 7 (Collaboration), where 81% of candidates performed at the exemplary level for each of these standards.

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



### STANDARD 3

#### LIST OF TABLES AND FIGURES

Table 3.1: Number of Candidates Entering BA Program Disaggregated by Program

Table 3.2: Number of Candidates Entering BA Program – Actual, Goal, and +/-

Table 3.3: Average GPA of Admitted Students and % of Students with GPA > 3.0

*Figure 3.1: Average GPA of Admitted Students 2015-2017*

*Figure 3.2: Average GPA of Admitted Students 2015-2017 Disaggregated by Program*

Table 3.4: Admitted Candidate Ethnicity

Table 3.5: Average GPA of Admitted Transfer Candidates (Articulation Agreements)

*Figure 3.3: Candidates Needing Intervention (2017-2018)*

Table 3.6: Average GPA at Clinical Practice Entry

*Figure 3.4a: Candidate Disposition Self-Assessment 2017*

*Figure 3.4b: Candidate Disposition Self-Assessment 2016*

*Figure 3.4c: Candidate Disposition Self-Assessment 2015*

### STANDARD 3: TABLES and FIGURES

**Table 3.1 – Number of Candidates Entering BA Program Disaggregated by Program**

BA Entry Year	Overall Across all programs	Childhood Education (CE)	Childhood Special (CSE)	Early Childhood Special (ECSE)
<b>Spring 2015 Actual</b>	<b>12</b>	<b>1</b>	<b>4</b>	<b>7</b>
<i>Spring 2016 Goal</i>	<i>15</i>	<i>1</i>	<i>5</i>	<i>9</i>
<i>Spring 2017 Goal</i>	<i>19</i>	<i>2</i>	<i>6</i>	<i>11</i>
<i>Spring 2018 Goal</i>	<i>24</i>	<i>3</i>	<i>8</i>	<i>13</i>
<i>Spring 2019 Goal</i>	<i>30</i>	<i>4</i>	<i>10</i>	<i>16</i>
<i>Spring 2020 Goal</i>	<i>38</i>	<i>4</i>	<i>13</i>	<i>21</i>

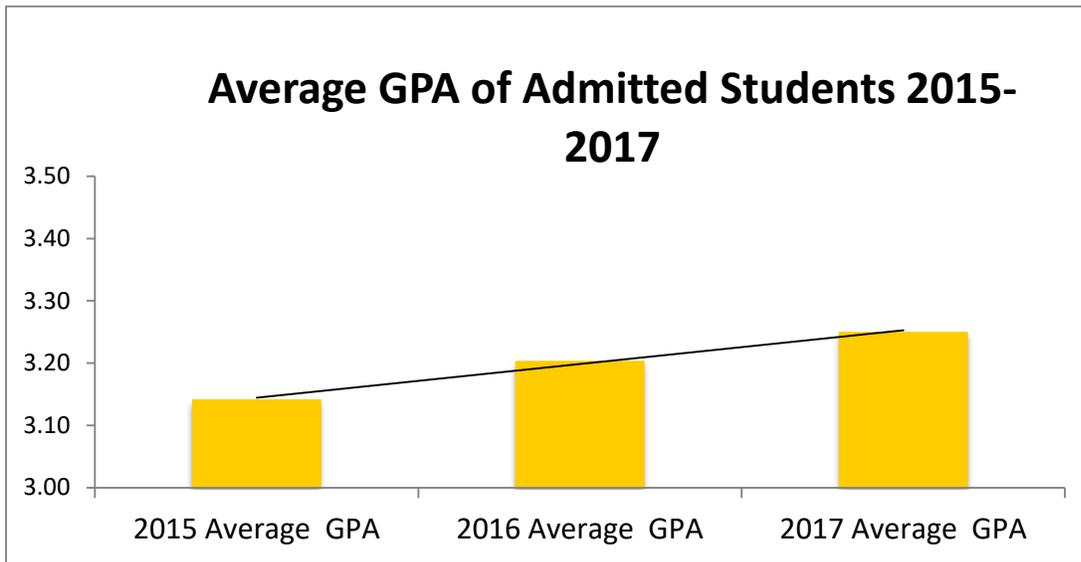
**Table 3.2 – Number of Candidates Entering BA Program – Actual, Goal, and +/-**

BA Entry Year	Overall Across all programs Actual			Childhood Education (CE)			Childhood Special (CSE)			Early Childhood Special (ECSE)		
	Actual	Goal	+/-	Actual	Goal	+/-	Actual	Goal	+/-	Actual	Goal	+/-
Spring 2015	12	-		1	-		4			7		
Spring 2016	23	15	+8	2	1	+1	12	5	+7	9	9	-
Spring 2017	27	19	+8	1	2	-1	10	6	+4	16	11	+5

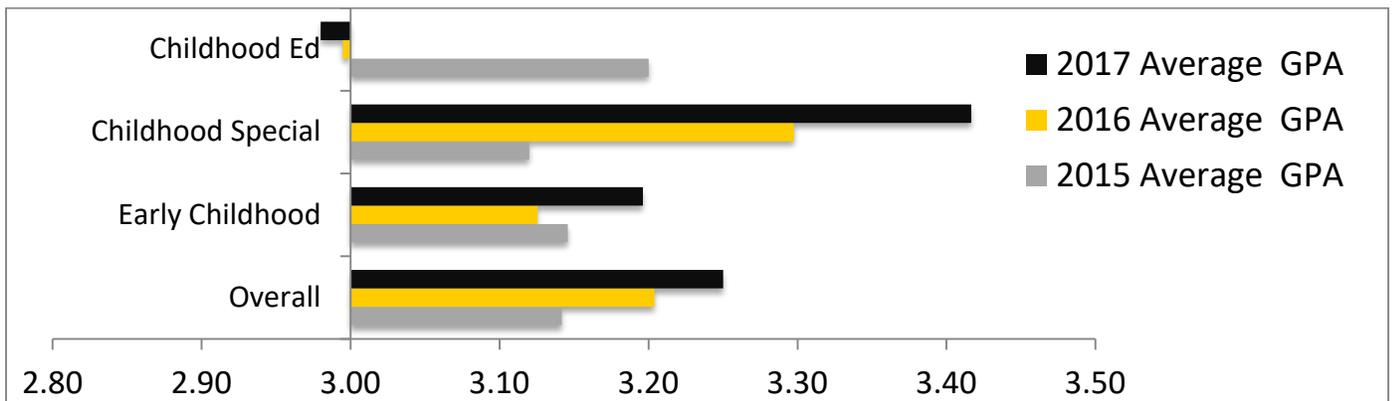
**Table 3.3 – Average GPA of Admitted Students and % of Students with GPA > 3.0**

Year	% of BA Candidates w/ GPA >3.0
<b>2015 (n=12)</b>	<b>75%</b>
<b>2016 (n=23)</b>	<b>78%</b>
<b>2017 (n=26)</b>	<b>77%</b>

**Figure 3.1 – Average GPA of Admitted Students 2015-2017**



**Figure 3.2 – Average GPA of Admitted Students 2015-2017 Disaggregated by Program**



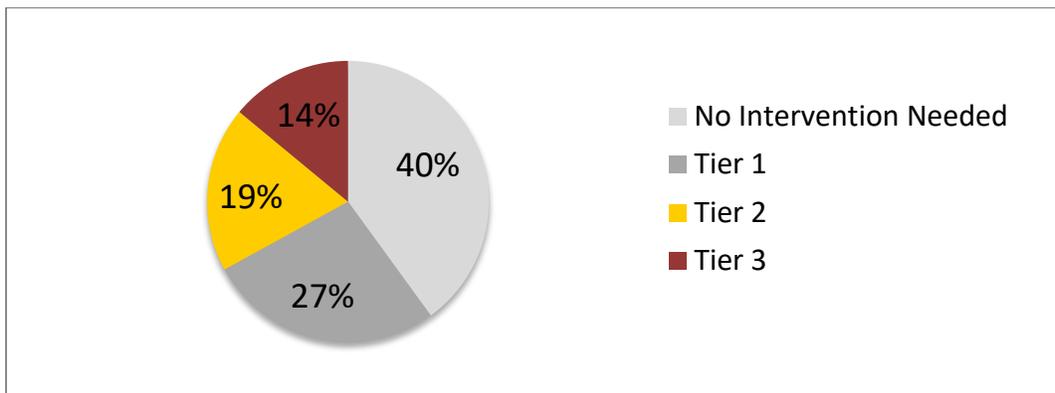
**Table 3.4 – Admitted Candidate Ethnicity**

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

**Table 3.5 – Average GPA of Admitted Transfer Candidates (Articulation Agreements)**

Year	% of Admitted = Transfers	Average GPA of Transfers
2015 (n=12)	17%	3.11
2016 (n=23)	17%	2.95
2017 (n=26)	12%	3.53
2015-2017 (N=61)	12%	3.24

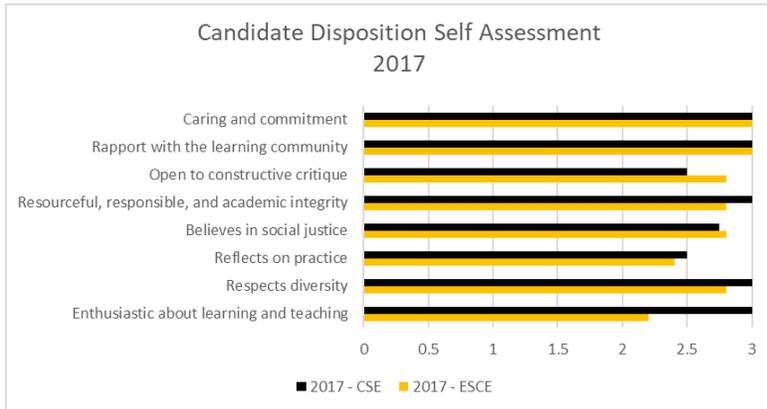
**Figure 3.3 – Candidates Needing Intervention (2017-2018)**



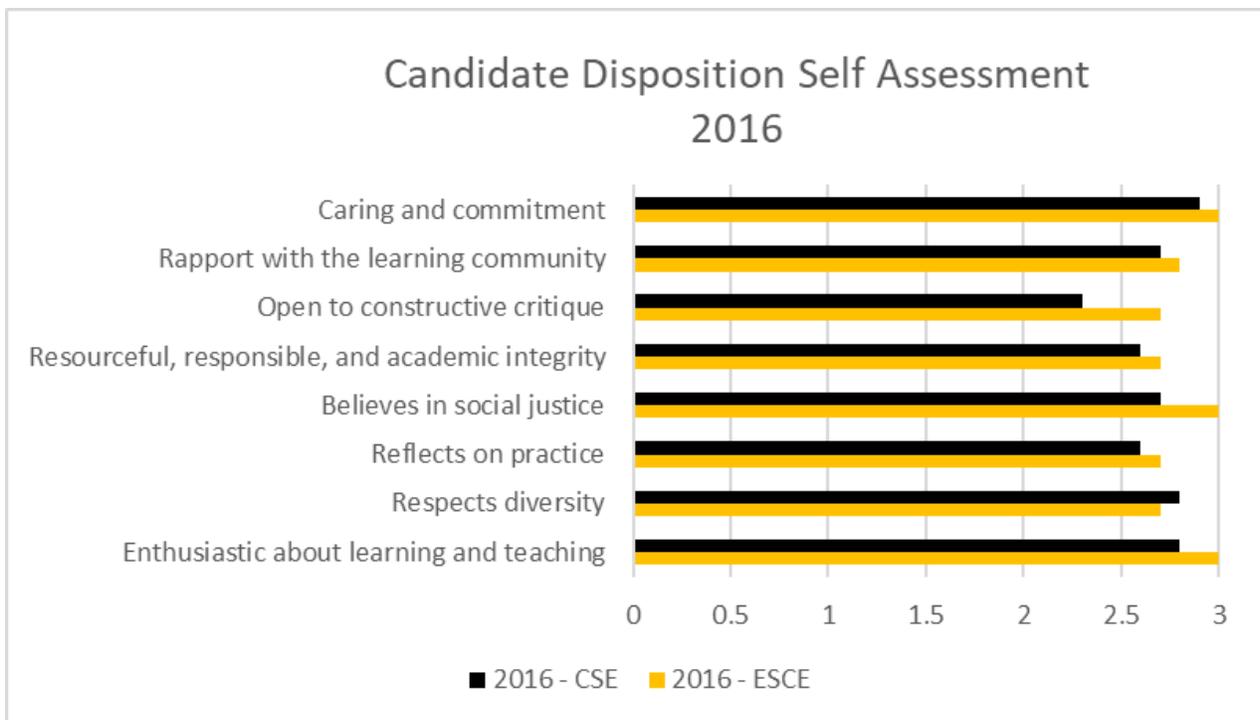
**Table 3.6 – Average GPA at Clinical Practice Entry**

Year	Average GPA at Clinical Practice Entry	% of Candidates w/ GPA >3.0
2015	3.06	71%
2016 (n=20)	3.11	75%
2017 (n=38)	3.22	74%

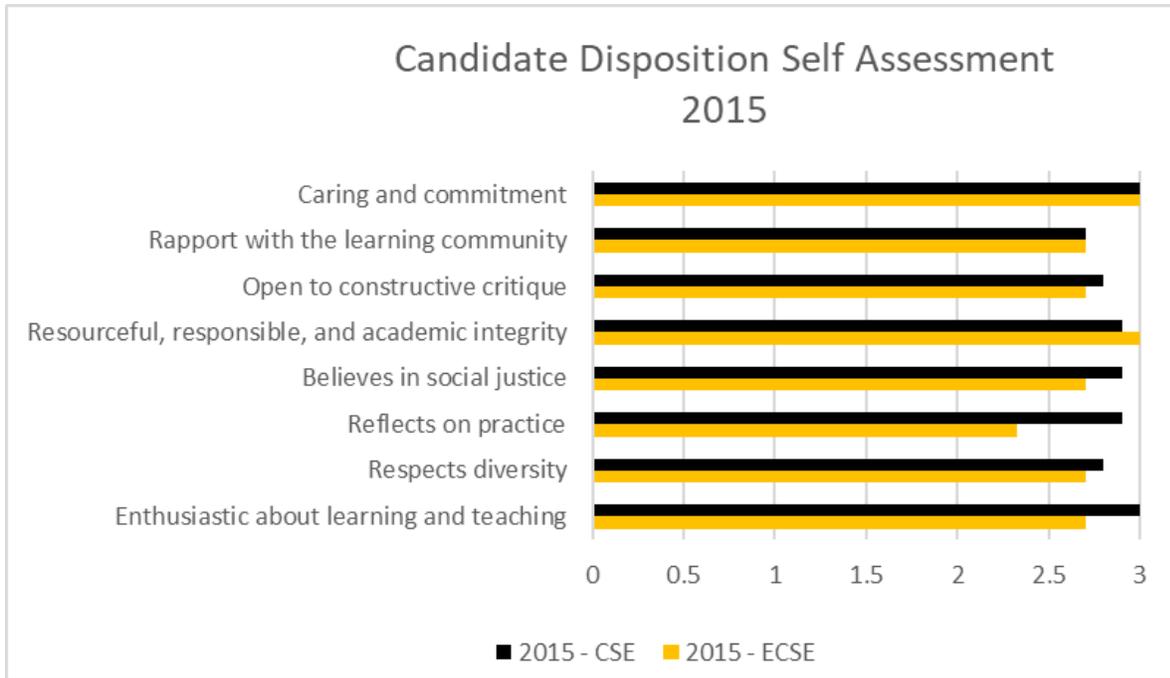
**Figure 3.4a – Candidate Disposition Self-Assessment 2017**



**Figure 3.4b – Candidate Disposition Self-Assessment 2016**



**Figure 3.4c – Candidate Disposition Self-Assessment 2015**



**STANDARD 3**

**EVIDENCE LIST (Additional Documents)**

- EPP Recruitment and Retention Plan
- GPA Improvement Plan
- Articulation Agreements
- CASE Grant Report
- eCASE Final Report
- BA Workshop
- Course Sequences
- Need to Know
- Clinical Practice Workshop
- Clinical Practice Contract
- BA Application
- Clinical Practice Application
- BA Interview Questions

## EPP RECRUITMENT AND RETENTION PLAN

The Medgar Evers Education Department faculty developed a 5-year recruitment and retention plan as part of preparation for a 2014-2015 proposal for a School of Education. The plan was designed to set the course for overall numbers of candidates entering the BA program; GPA; diversity; and number of program completers. The plan for retention was designed to examine and increase Fall-to-Fall retention. A summary of recruitment and retention goals along with relevant baseline data and progress toward these goals is outlined below.

### Baseline Data, Goals, and Progress:

#### **Goal 1 – Increase the overall number of candidates entering the BA program by 25% each year.**

The table below (Table 3.1) shows the actual number of candidates who entered the BA program in the spring of 2015 (applications for admission into the BA program are accepted and reviewed each spring) along with the five-year goals for the number of candidates entering the program. The overall goal is to increase the number of candidates entering into the program by 25% each year. With this trajectory the number of candidates who enroll in one of the BA programs will be 38 by the Spring of 2020.

Rationale: Dozens of potential candidates with GPAs at or above 3.0 graduate from the AA program and do not enter the BA program for a variety of reasons (transfer, change in major etc).

Table 3.1 – Number of Candidates Entering BA Program Disaggregated by Program

BA Entry Year	Overall Across all programs	Childhood Education (CE)	Childhood Special (CSE)	Early Childhood Special (ECSE)
<b>Spring 2015 Actual</b>	<b>12</b>	<b>1</b>	<b>4</b>	<b>7</b>
<i>Spring 2016 Goal</i>	<i>15</i>	<i>1</i>	<i>5</i>	<i>9</i>
<i>Spring 2017 Goal</i>	<i>19</i>	<i>2</i>	<i>6</i>	<i>11</i>
<i>Spring 2018 Goal</i>	<i>24</i>	<i>3</i>	<i>8</i>	<i>13</i>
<i>Spring 2019 Goal</i>	<i>30</i>	<i>4</i>	<i>10</i>	<i>16</i>
<i>Spring 2020 Goal</i>	<i>38</i>	<i>4</i>	<i>13</i>	<i>21</i>

The table below (Table 3.2) shows the actual number of candidates who entered the BA program in the spring of 2015, 2016, and 2017 along indication whether goals were met in each year.

Table 3.2 – Number of Candidates Entering BA Program – Actual, Goal, and +/-

BA Entry Year	Overall Across all programs Actual			Childhood Education (CE)			Childhood Special (CSE)			Early Childhood Special (ECSE)		
	Actual	Goal	+/-	Actual	Goal	+/-	Actual	Goal	+/-	Actual	Goal	+/-
Spring 2015	12	-		1	-		4			7		
Spring 2016	23	15	+8	2	1	+1	12	5	+7	9	9	-
Spring 2017	27	19	+8	1	2	-1	10	6	+4	16	11	+5

**Goal 2 – Increase the overall GPA at BA entry from 3.14 to 3.30.**

The table below (Table 3.3) shows GPA data for candidates who entered the BA program in the spring of 2015 along with five-year goal. The goal is to increase the Average GPA across all programs from 3.14 to 3.30.

Rationale: Increased GPA is associated with improved performance on the state certification exams, increased retention, and increased impact with P-6 students after licensure.

Table 3.3 – Average GPA at entry BA Program in 2015 and Goals 2016-2020 – disaggregated by program.

BA Entry Year	Average GPA Across all programs	Average GPA Childhood Education (CE)	Average GPA Childhood Special (CSE)	Average GPA Early Childhood Special (ECSE)
<b>Spring 2015 Actual</b>	<b>3.14 (n=12)</b>	<b>3.20 (n=1)</b>	<b>3.12 (n=4)</b>	<b>3.15 (n=7)</b>
Spring 2016 Goal	3.17	3.20	3.17	3.17
Spring 2017 Goal	3.20	3.23	3.20	3.20
Spring 2018 Goal	3.23	3.26	3.23	3.23
Spring 2019 Goal	3.26	3.30	3.26	3.26
Spring 2020 Goal	3.30	3.30	3.30	3.30

The table below (Table 3.4) shows the actual GPA data for 2015, 2016, and 2017 and an indication of whether the actual GPA has met (a green plus symbol +), matched (a green dash symbol -), or fell short (a red minus symbol -)

Table 3.4 – Average GPA for Candidates Entering BA Program – Actual, Goal, and +/-

BA Entry Year	Average GPA Across all programs			Average GPA Childhood Education (CE)			Average GPA Childhood Special (CSE)			Average GPA Early Childhood Special (ECSE)		
	Actual	Goal	+/-	Actual	Goal	+/-	Actual	Goal	+/-	Actual	Goal	+/-
Spring 2015	3.14	-	-	3.20	-	-	3.12	-	-	3.15	-	-
Spring 2016	3.20	3.17	+	3.00	3.20	-	3.30	3.17	+	3.13	3.17	-
Spring 2017	3.25	3.20	+	2.98	3.23	-	3.40	3.20	+	3.20	3.20	-

**Goal 3 – Increase the overall number of BA program completers by 25% each year.**

The table (Table 3.5) below shows the actual number of BA program completers in 2015 along with the five-year goal.

Rationale: As the number of candidates increases the number of program completers should increase accordingly.

Table 3.5 – Number of BA Completers across programs 2015 and Goal 2016-2020

BA Completion Year	Completers Across all programs	Childhood Education (CE)	Childhood Special (CSE)	Early Childhood Special (ECSE)
2015	16	0	12	4
2016 Goal	20	1	14	5
2017 Goal	25	1	18	6
2018 Goal	31	2	22	7
2019 Goal	37	2	27	8
2020 Goal	44	3	31	10

The table below lists the actual number of BA Completers 2015, 2016, 2017 and an indication of whether the actual number has met (a green plus symbol +), matched (a green dash symbol -), or fell short (a red minus symbol -) of the goal from table 5.

Table – 3.6 Actual number of BA completers

BA Entry Year	Completers Across all programs Actual			Childhood Education (CE)			Childhood Special (CSE)			Early Childhood Special (ECSE)		
	Actual	Goal	+/-	Actual	Goal	+/-	Actual	Goal	+/-	Actual	Goal	+/-
Spring 2015	16	-		0	-		12	-		4	-	

Spring 2016	23	20	+3	1	1	-	14	14	-	8	5	+3
Spring 2017	13	25	-12	0	1	-1	8	18	-10	5	6	-1

#### Goal 4 – Diversity goals...

The table (Table 3.7) below shows the race/ethnicity data for candidates who entered the BA program in the spring of 2015 along with five-year goal. The goal is to continue admitting candidates that reflect the population of central Brooklyn (Black = 70-80%; Latinx = 10-20%).

Rationale: The mission of the School is to produce candidates that become fully licensed and teach in and around the Central Brooklyn area. It is widely accepted in the field of education that P-6 students of Black and Hispanic decent benefit greatly from having teachers of the same cultural and ethnic background.

Table 3.7 – Admitted candidate ethnicity (%) of 2015 entrants and goal 2016-2020

Admitted Candidate Ethnicity	Black	Hispanic	White	Asian	Other
2015 (n=12)	83%	17%	0	0	0
2016 Goal	80%	11%	5%	1%	3%
2017 Goal	80%	11%	5%	1%	3%
2018 Goal	80%	11%	5%	1%	3%
2019 Goal	80%	11%	5%	1%	3%
2020 Goal	80%	11%	5%	1%	3%

Table 3.8 – Actual admitted candidate ethnicity (%) 2015, 2016, 2017 and an indication of whether the actual number has met (a green plus symbol +), matched (a green dash symbol -), or fell short (a red minus symbol -) of the goal from table 7.

Table 3.8

Admitted Candidate Ethnicity	Black			Hispanic			White			Asian			Other		
	Actual	Goal	+/-	Actual	Goal	+/-	Actual	Goal	+/-	Actual	Goal	+/-	Actual	Goal	+/-
2015	83%	-		17%	-		0	-		0	-		0		
2016	65%	80%	-15	17%	11%	+6	5%	5%	-	5%	1%	+4	8%	3%	+5
2017	77%	80%	-3	19%	11%	+8	0	5%	-5	0	1%	-1	4%	3%	+1

**Goal 5 – Retention goals...**

The table (Table 9) below shows the fall to fall retention of all BA Candidates in 2015 along with five-year goal. The goal is to...

Rationale: The rationale for increasing retention to 90% is driving by the college-wide goal to retain 85% or more for all junior and senior students.

Table 3.9 – Fall to fall retention for Fall 2015 - Fall 2016 and goals 2016-2020

Fall to Fall Retention	Overall % Retained
F15-F16	13/16 (81%)
F16-F17 Goal	85%
F17-F18 Goal	90%
F18-F19 Goal	90%
F19-F20 Goal	90%

Table 3.10 – Fall to fall retention for Fall 2015 - Fall 2016 and Fall 2016 – Fall 2017 and an indication of whether the actual number has met (a green plus symbol +), matched (a green dash symbol -), or fell short (a red minus symbol -) of the goal from table 9.

Table 3.10

Fall to Fall Retention	Overall % Retained		
	Actual	Goal	+/-
F15-F16 Goal	13/16 (81%)	-	-
F16-F17 Goal	21/23 (91%)	85%	+6

## **GPA IMPROVEMENT PLAN**

To be piloted SPRING 2019

This GPA Improvement Plan is a reflective tool meant to be used to facilitate conversations about improving academic performance for School of Education students enrolled in the AA program.

**Rational:** The plan is grounded in Appreciative Advising theory which asks students to reflect on their strengths and successes to build future pathways. By focusing on strength, students can identify strategies to succeed. Instructions:

### ***Step 1- Student Identification***

Students meet with AA advisor in the spring of their freshman (likely during course registration for the coming fall). Students with an interest in becoming teachers and enrolling in the BA program after their sophomore year but have a GPA below 3.0 are advised to take part in the GPA Improvement Plan

### ***Step 2 – Academic History Reflection***

Students complete the Academic History Reflection section of this plan independently prior to meeting with an advisor. They should bring the completed plan to a meeting with their advisor.

### ***Step 3 – Meeting & Planning***

After spring semester grades are entered students schedule a meeting with the AA advisor and meet at a mutually agreed upon time. The advisor and student can discuss the completed academic history reflection. Advisors can listen for themes or opportunities to provide resource referrals or general observations. After discussing the reflection, the student and advisor should agree upon 2-3 goals for the upcoming term (or completion of current term if completed during a term).

### ***Step 4 – Progress Monitoring***

Monitor student progress throughout the term following the plan completion. Revise goals and refer to resources as necessary.

### ***Step 5 – Outcome Measure***

At the completion of Fall term (of sophomore year), the student's GPA will be re-evaluated for compliance with BA admission requirements. If student does not automatically meet the required GPA, improvement in the term GPA will be examined.

Student Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

### Academic History Reflection

Thinking about your academic history, please complete the following two charts. One focuses on your academic successes and the other on your challenges. Identifying our successes and challenges helps us build solid paths to success in the future.

**Academic Success** – think about three moments of success in your academic history. These can be classes that you excelled in, successful projects that you completed or milestones in your academic journey. Describe the elements of success (In other words, why do you identify that as a success). Finally, describe your actions, behaviors or choices that led to that success.

Success Moment	Why was this a success?	What did I do that led to that success?

**Academic Challenge**– think about three moments of challenge in your academic history. These can be classes that you did not successfully complete, struggles or barriers, or difficult milestones in your academic journey. Describe the elements of challenge (In other words, why do you identify that as a challenge). Finally, describe your actions, behaviors or choices that led to that challenge.

Challenge Moment	Why was this a challenge?	What did I do that led to that challenge?

Reflecting on your Academic Successes and Academic Challenges, what are the things that you will plan to do in the future (and not do in the future) to be more successful? These can be general strategies or related to your specific upcoming courses.

**Based on my academic history, I know that I am successful when I do the following things. Therefore, I commit to the following:**

1.

2.

3.

**Based on my academic history, I know that I experience challenges when I do the following things. Therefore, I commit to not doing the following things:**

1.

2.

3.

**Given your reflection and commitments for improvement, take a moment to review your next term's schedule. Is there anything you could or should change in order to help you maintain your commitments? For example, if you struggled with morning classes and are scheduled for another 8am class, could you look for another option?**

**When thinking specifically about your upcoming classes, what are some specific strategies that you will use with these classes:**

Class	Goal for Class	Specific Strategy that I will use to meet my goal	Resources available on campus to help me

**Goals**

The end of the Academic History Reflection asked you to set goals for your specific classes. In this section, you and your advisor can discuss broader goals for improving your overall experience at Otterbein. Examples could include meeting with your advisor, visiting support offices such as the Academic Support Center or Center for Career and Professional Development, or overall academic performance by the end of the term (term GPA). You will revisit these goals throughout the term when you meet with your advisor.

I have completed this plan understanding that it will support renewal of my academic scholarship for one semester. I understand that fulfilling the plan goals, including meeting with your advisor twice in the current or upcoming semester, will be used to evaluate future renewal of my academic scholarship.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

## **STANDARD 4: PROGRAM IMPACT**

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

### **4.1: Impact on P-6 Student Learning and Development**

#### **1. Completers' Impact in Schools**

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 4.1a](#) 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.

#### **2. Value Added Assessment - Impact on Student Learning**

Baseline and benchmarks are assessed using comparisons across School, District and State-level performances of students' achievement over time. [Tables 4.1bi and 4.1bii](#) 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.

**Analysis:** 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.

**Interpretation:** 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*.

### 3. Alumni Surveys

The EPP administers annual surveys to program completers to measure their career-readiness. Data in [Tables 4.1bi and 4.1bii](#) is triangulated with case studies conducted on six survey respondents whose career data was used in the previous **Value Added Assessment of Completers' Impact on Student Learning**. The instrument (see [Table 4.1c](#)) used a scale of 5 responses, ranging from "not effective," "somewhat effective," "effective," "very effective" and "no answer." The survey elements used to capture teacher practices in classrooms and schools were designed in collaboration with EPP's partners (see [Table 4.1ci selected sample of in-service completers](#)).

**Analysis:** Results show the overall mean of responses on the fourteen dimensions was 1.2. Mean responses ranged from 1.0 to 1.5. The significant areas of strength, indicated by 1.0 (very effective) were Knowledge of Subject Area, Planning and Instruction, Critical Thinking, Diversity, Technology, and Reading. The more challenging areas were Professional Role, Ethics, Learning Environment and Continuous Improvement with means from 1.3-1.5.

**Interpretation:** Completers in the selected sample felt that the EPP was effective to very effective in preparing them for their careers. Their strengths are content area knowledge, pedagogical knowledge and skills, fostering of critical thinking skills in students, respect for and ability to work with diverse learners, and using classroom technology-engaging students in appropriate use of technology were rated as very effective in their program preparation. There were no ratings below effective in any of the fourteen dimensions or their elements. These findings suggest that the EPP's program completers were very satisfied *with the relevance and effectiveness of their preparation*.

## 4.2: Teaching Effectiveness

### 1. Licensure Examinations

State certification assessments are used as an external measure of program completers' (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, Component 1.1**: *Table 1.1kii –kiv; 1.1lii; 1.1ni – 1.1niii, and 1.1wi – 1.1wiii.*

**Analysis:** 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.

**Interpretation:** 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 Figure 4.2a.

### 2. Teacher Annual Evaluations – NYC (Danielson Framework)

The Teacher Evaluations consist of two major structured and validated observation and assessment instruments: the Measure of Teacher Practice (MOTP), and the Measure of Student Learning (MOSL). **Advance**, New York City's teacher evaluation and development system uses multiple measures –MOTP and two different MOSL–to create a more valid, complete picture of teacher performance. MOTP serves the purpose to highlight teachers practice in the classroom, as well as indicate improvements in teachers' pedagogy. The Danielson Framework Rubric identifies teachers' strengths and areas of focus. The rubric examines four domains, each with several competencies. **Domain 1** focuses on teacher *Planning and Preparation*; **Domain 2** - *The Classroom Environment*; **Domain 3** - *Instruction*; and, **Domain 4** - *Professional Responsibilities*. The rubric focuses heavily on Domain 2 and Domain 3. Both domains provide a deeper understanding of teacher practice and are used collectively by administrators to calculate

the overall rating for new and in-service teachers. The *Table 4.2bi* provides a summary of the employers' evaluations of 2015-2017 completers using NYC instruments. Each competency may be rated Ineffective (I), Developing (D), Effective (E), or Highly Effective (HE). The highest score is a 4.0. For a teacher to be considered Ineffective their overall score must be lower than 1.75; Developing = 1.75-2.5; Effective = 2.51-3.5; and Highly Effective = 3.51-4.0. Local schools determine effectiveness of teachers on the measures of the components in Domains 2 and 3, which are then factored into the MOSL, for the overall MOSL score (See *Table 4.2bii*).

**Analysis:** Case study data on completers (2015–2017) who have been practicing between one year to three years (n=13) show that 23% were rated Highly Effective; 62% were rated Effective; and 15% were rated as developing. Based on the rating scale, no EPP teachers were rated as Ineffective. Disaggregating data by specific components used by the City to determine teacher effectiveness, 85% of EPP teachers were rated as growing and developing professionally; 77% of them were effective; and 15% highly effective in demonstrating their knowledge of content and pedagogy, designing coherent instruction, creating environments of respect and rapport, and managing student behavior. Other areas of strength included Engaging Students in Learning and Using Assessments in Instruction, in that 62% of EPP teachers were rated as effective and 15% highly effective. The challenging area appeared to be *Using Questioning and Discussion Techniques*, where only 31% of them were rated as Effective or Highly Effective. In comparing their ratings with the means on the measures used by local schools to evaluate EPP completers, 77% were Effective, while 13% were Developing on Domain 2 Competencies. In Domain 3 Competencies, 54% were Effective and 46% were Developing.

**Interpretation:** Case studies show that a majority (85%) of MEC teachers in their 1<sup>st</sup> and 2<sup>nd</sup> years of teaching in the public schools are effective and highly effective on the annual measure of teacher performance (MOTP). They demonstrated satisfactory skills across the four domains: **Domain 1:** *Planning and Preparation*; **Domain 2:** *The Classroom Environment*; **Domain 3:** *Instruction*; and, **Domain 4:** *Professional Responsibilities*. Except for one component in Domain 3 – *Instruction*, where ratings of *using questions and discussion techniques in instruction* was at the developing teacher level. None of the EPP teachers were rated as ineffective. Compared to NYC data trends for teacher evaluations in a recent survey of NY City program completers' performances in the classroom that show that 4% of teachers were ineffective, 9% were developing, 79% were effective, and 9% were highly effective (The Education Trust, NY, 2018), the MEC beginning teacher is on par, and in some cases, above par with many of the programs in other NYC institutions, some of them entering programs with advanced degrees.

### 3. EPP Employer Survey

Employer survey ratings are done on a 4 point Likert Scale from *Ineffective* to *Very Effective*. This instrument, developed in 2010, is 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 ([Table 4.2c](#)).

**Analysis:** 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.

**Interpretation:** 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 ([see Action Plan](#)).

### 4. Employer Survey of Alumni Abilities in the Workplace

To further demonstrate teaching effectiveness, the EPP surveyed application of specific knowledge, skills and dispositions evidenced in the workplace. Eighteen employers responded on the competencies of 21 program completers. Employer ratings on 2015-2017 completers provide a snapshot of the specific knowledge, skills and dispositions of our MEC teachers. [Table 4.2d](#) shows the rating on each element of the survey. An overall rank of the teacher is summarized in [Table 4.2di](#). Overall rankings fall into one of four categories: highly effective, effective, developing, and not effective.

**Analysis:** Over 80% of MEC graduates are highly effective or effective across 15 of the 17 ability measures. Areas of strength for 76% of the completers include mastery in ability content they teach, planning instruction, differentiating instruction, using technology and using developmentally appropriate assessments, among others. The challenging areas for them are their ability to cater fully to ELLs and gifted students. Also, 52% were rated as somewhat effective in leadership responsibilities within the school community. Overall ratings of teachers' effectiveness (48%) show EPP teachers were rated highly effective by school supervisors; 48% were rated Effective, and 5% [1] was rated Developing. Among those rated as highly effective, 43% of the public school teachers, mainly special education teachers; 50% of the Charter School teachers; and 80% of the ECSE teachers were rated as highly effective.

**Interpretation:** Employers' ratings of the EPP's completers in the workplace show that MEC teachers are knowledgeable, skillful and effective as teachers. At a time when teacher effectiveness is heavily correlated with student learning outcomes, the evaluations of school administrators about our practicing teachers are encouraging. This is a significant achievement for beginning teachers with mostly undergraduate degrees.

### 4.3: Employer Satisfaction

#### 1. Employer Satisfaction Surveys

Employer satisfaction with EPPs' professional preparation is at the core of our continuous evaluation of the outcomes of our programs. The EPP used the MEC Teacher Satisfaction Rating Portion of the Employer Survey instrument – Part 2B to measure how satisfied employers were with our completers and to determine if they met the criteria for retention as professional teachers. There were 8 completers in 2015 (1 ECSE; 7 CSE); 7 in 2016 (1 ECSE; 6 CSE); and 6 in 2017 (2 ECSE; 4 CSE) for a total of 21 certified completers employed in public and charter schools. There were no CE completers in the employment group. Each completer was assigned a different school. The evidence presented is analyzed for responders (2015-2017) certified in-service teachers in public and charter K-6 schools (N=13). The EPP used follow up calls to administrators, many of whom are partner schools to yield high response rates. The response rate among school administrators for this portion of the survey was 100%; however data on this part of the survey was completed for 13 (62%) of the 21 completers. Some responders indicated that teachers were too recently hired to give accurate feedback on their performances. *Table 4.3a: Part 2B* provides data on employer satisfaction with completers' performance.

**Analysis:** Results show 85% of MEC graduates were rated as among the best beginning teachers when means were calculated across the 12 summary domains rated by employers. Disaggregated data shows three areas that bordered between *On Average* and *One of the Best Beginning Teachers*: Critical Thinking (1.5); Learning Environments (1.7) and Professional Role (1.5), and accounted for the two completers ratings of 2.0 (On Average) in one or more of those areas.

**Interpretation:** Employer ratings (2015-2017) of employed MEC graduate/alumni show that beginning teachers possess the requisite knowledge, demonstrate high quality skills and display positive attributes in the working environment. Based on the NYC annual evaluations, 43% of this group rated highly effective, 52% were rated effective and only 1 teacher (5%) was rated developing. This shows the EPP's beginning teachers who are fully certified and working with students in diverse settings met, and in some cases, exceeded the employer satisfaction criteria.

## **2. Employer Retention Ratings (Employer Survey Part 1 - Demographics)**

Among the 13 employers who completed the retention portion of the employer survey – Part 2B, 100% indicated that they will retain teachers (see [Table 4.3a](#)). Although 11% [2] of completers did not receive an overall effective rating, but received *just below average* ratings (see [Table 4.3ai](#)), administrators still indicated their desire to retain them. The EPP also tracks completers' retention in their schools using data from the demographics page of the annual Alumni Survey. Data on [Table 4.3b](#) shows that employed respondents are still serving in their original work sites after 2-3 years.

## **3. Data on Teacher Promotion**

The EPP's completers (2015-2017) are new to the profession and expectations for promotion may be unreasonable. [Table 4.3c](#) shows that two of the EPP's teachers, one entering the profession in 2015 and one in 2016 have assumed leadership roles very early in their careers. This shows that the EPP prepares teachers who are strong in curriculum design and implementation, as well as in ELA instructional planning and delivery, two critical areas for early learners.

## **4. Comparison Points for Data between Employer and Alumni Surveys**

Kappa and reliability coefficients were used to assess interrater reliability between employers (N = 42) and students (N = 45). Kappa values that range from .40 to .59 are considered moderate, .60 to .79 substantial, and 0.80 outstanding (Landis & Koch, 1977). In cases where the Kappa could not be calculated (due to lack of variability and small sample size), an interrater consistency analysis using the Cronbach's alpha statistic was performed to determine consistency among raters. The consistency of

ratings across students and employers was highest for the following areas: Assessment, Communication, Critical Thinking, Ethics, Learning Environment, and Curriculum Areas. The rating for Human Development and Learning, Diversity, Knowledge of Subject Area, Planning and Instruction, Professional Role and Reading were less consistent. Results appear in [Table 4.3d](#). The EPP uses these results with TEPAC, to refine and calibrate the instruments even further. In observing trends in the surveys and evaluations of teachers, *Professional Role* appears to be the recurring theme as an area of challenge and implication for teacher effectiveness and growth (see [Action Plan](#)).

#### 4.4 Completer Satisfaction

From its first accreditation, the EPP has the established practice of collaborating with its school, college and community partners to research, develop, and refine its assessment tools to ensure that they are reliable and valid. The survey instruments used for graduates, alumni and employers are among those tools that provide useful information to guide the EPP in continuous improvement of its programs.

##### 1. Graduate/Alumni Surveys

The EPP administers annual surveys of its completers between nine months to one year after exit from the programs. Each survey request is given a one-month due date for submission. The survey instrument was sent to the fifty-one program completers; 16 in 2016, 23 in 2016, and 12 in 2017. Follow up emails and social media contacts are used to remind completers to respond. In the event that response rates are slow, completers receive follow-up phone calls. The School also hosts alumni social events and use this opportunity to encourage responses. Forty-five graduates responded to the alumni surveys. This accounts for a response rate of 88%. [Table 4.4a](#) shows the alumni ratings on their ability to manage their workplace responsibilities.

**Analysis:** Responders found that the EPP's initial teacher preparation programs prepared them very well to exceptionally well for the workplace, as well as for graduate studies. Data show that MEC alumni found the preparation they received to be *effective to very effective* in developing and honing their knowledge and skills for the profession. Their strongest affirmations on very effective preparation were in *collaboration with stakeholders* and *use of technology* (87%), *use of assessment strategies* (82%), and *meet the needs of students with disabilities* (80%). In addition, 78% rated their ability to *differentiate instruction* and *integrate diverse cultural perspectives*; 76% rated the EPP as *highly effective* in preparing them as analytical and reflective practitioners, *who employ a wide variety of strategies*, and *plan and implement lessons based on learners' development* (71%). However, it is important to note that a number of them (22%) rated their ability to *meet the needs of English language learners* as *somewhat effective*.

**Interpretation:** The data indicate that completers rated their preparation as effective and very effective in 13 out of 17 job-related skill sets, with the majority of them (> 70%) rating these skills as highly effective. This evidence shows that program completers are confident in the skills they learned and that the EPP continues to prepare its candidates with in-depth knowledge, skills and dispositions to be effective teachers. The fact that several of them indicated the need for more preparation in meeting the needs of ELLs was an area for improvement and for consideration by the EPP, and has implications for a geographical area with a large number of English language learners ([Action Plan](#)).

## 2. Alumni Survey

Similarly, another component of the survey instrument required alumni to rate the effectiveness of the MEC Teacher Preparation by rating specifically the key elements of the preparation programs. This extensive survey covers 14 Domains and is the same survey used for Employers to evaluate completers; skills after they have been employed for more than one year. [Table 4.4b](#) highlights alumni responses on this instrument.

**Analysis:** Data show that alumni ratings on all 14 domains were in the *effective to very effective* range, with an overall means of 1.2. They rated their *knowledge of subject area, planning and instruction, promoting critical thinking, diversity, and use of technology* as the strongest domains with overall means of 1.0 (very effective). Areas with the lowest means were *Professional Role* (1.5) and *Ethics* (1.4)

**Interpretation:** Overall, MEC graduates reported their preparation in the EPP's programs as effective to very effective across all domains. They felt well prepared in their content knowledge, pedagogical knowledge and skills, use of technology, and professional dispositions in areas of critical thinking and diversity. However, some completers were insecure about their professional roles in the learning community and on ethical practices, particularly their right to exercise their political and civil rights. Coming out of an institution that promotes social justice, the EPP can understand the conflict for some completers to navigate and question ethical issues in the professional field as a new teacher without the fear of victimization ([Action Plan](#)).

## 3. Alumni Survey on EPP Curricular Preparation

The EPP solicits alumni feedback on all aspects of its curricular preparation and designed short surveys to capture graduate satisfaction with their overall preparation from beginning to end of their career journey. A short survey of 15 college curricular experiences was developed to determine which areas of the overall

program preparation was most beneficial for completers in the professional careers and growth in the field. *Table 4.4c* provides responses garnered from 2015-2017 completers. Responses were rated on a 5-point Likert scale ranging from *Not Very Well* to *Exceptionally Well*. The response rate on this instrument was also 88% as it targeted the responders from the annual survey.

**Analysis:** Data show that 96% of alumni rated all aspects of the survey as having been prepared *well to exceptionally well*. Among the responses, the grant funded professional development workshops and clinical practice supervision were the strongest elements that were rated as exceptionally well (67%); followed by the Education Core Curriculum, Pedagogical Core (Methods), Special Education Professional Curriculum, and Clinical Practice Seminars (62%) in their overall preparation. In one of these areas: Education Pedagogical Core, 22% (2) of completers rated them as not Very Well (1) and Not Well at All (1).

**Interpretation:** Again, the alumni survey data show that the majority of program completers (96%) indicated satisfaction with their program preparation. From their general education core curriculum to the education core, methods, program specific (special education, general education) to their clinical and grant funded additional curricula professional development experiences, the majority of alumni were satisfied. What is interesting to note is that for those candidates who were in graduate school or completed graduate studies, employed in NYCDOE, and those in other professional teaching careers, all of them indicated satisfaction with their EPP preparation for these professional ventures, rating their EPP preparation as well to Exceptionally Well. This information augurs well for the EPP's undergraduate programs and is evidence that the EPP met its goal of preparing solid beginning teachers.

#### **4. Progress of Program Completers**

Moreover, some program completers pursued and successfully completed graduate studies in as few as 9 months, and not more than two years from the time of exit. *Table 4.4d* shows the progress of EPP program completers as they pursue graduate studies to become professional tenured teachers.

**Analysis and Interpretation of Data:** The data show that among the 16 program completers in 2015, 69% (11) have completed graduate studies, while 25% have not yet enrolled. From the 2016 completers, 4 have completed their Master's degrees and 7 are currently enrolled. The progress of the 2017 completers is promising as 50% are already enrolled in graduate school. It is important to note that the socioeconomic profiles of our candidates often require them to take a job immediately upon undergraduate program

completion to support their families, many of which are single parent households. Nonetheless, once enrolled in graduate school, they successfully complete their studies in relatively short time periods.

### **5. Service and Attrition Rates of Program Completers**

According to the 2014 report from the New York City Independent Budget Office, “one of the well-documented facts regarding teacher mobility is the higher rate of teacher attrition from schools serving disadvantaged children,” with new teachers in high-poverty schools leaving at higher rates than their peers in the more affluent schools (Roy, 2014, p9). Compared to low-poverty schools (34%), the rate of new teacher attrition in high-poverty schools within five years on the job was 42% in New York City, and 68% overall compared to 52% nationally. As a commuter institution, MEC attracts students who live, work and raise families in the community. The MEC teachers mirror that profile, and therefore remain in these high need schools in their communities for decades. Alumni data for graduates from 2014 to 2017 reflect service rates in the same schools for 89% of the MEC teachers, with 10% of them relocating to other areas, and less than 1% leaving the profession. While the majority of MEC graduates (68%) are employed in Brooklyn, MEC graduates are also employed in schools across the city and the country (see Fig. 4.4a). Graduates are also employed as professional service providers in special education settings. MEC certified teachers are therefore meeting a critical demand in high need and special education settings, and are fulfilling the mission of the College to transform the lives of students who are generally underserved.

### **Summary**

This selection of evidence provides a clear picture of our undergraduate preparation programs that support CAEP Standard 4. It shows that this EPP is meeting its obligation to provide a sound education to beginning teachers who impact P-6 students. With the majority of its teachers serving students with disabilities, the EPP continues to impact learning outcomes for young children who are largely underserved in our urban communities. As we continue to evaluate and improve our programs, and seek validation of the work we do, we remain committed to filling the gaps in the national special education teacher shortages, as well as the attrition of elementary teachers in our urban high need schools.

**EPP ACTION PLAN FOR STANDARD #4: PROGRAM IMPACT**

<b>STANDARD/ ELEMENT</b>	<b>FINDINGS</b>	<b>RECOMMENDATIONS RATIONALE</b>	<b>RESOURCES NEEDED</b>	<b>MEASURES/ INSTRUMENTS</b>	<b>PROGRESS AND/OR TIMELINE FOR IMPLEMENTATION</b>
<b>CAEP 4.1. 1 and 4.1.2</b>	Information on value-added assessment from completers is limited.  Comparisons with state and district data have limitations for interpretation of direct outcomes	<b>The EPP will update the survey instrument to gain more information about pre- and post-assessment measures used on-to-job.</b>  <b>The EPP will also methodically use annual phone calls to interview alumni to learn more about P-6 students' performance on classroom-based, district-wide, and state-level assessments</b>	<b>Action Research Center for Cognitive Development</b>	<b>To be developed</b>	<b>Fall 2018 – Spring 2019</b>
<b>CAEP 4.1.3</b>	<b>Alumni Surveys Professional Role,</b> Ethics, Learning Environment and Continuous Improvement had the lowest means	The EPP emphasized low rated areas in curriculum revisions  The EPP continually uses feedback to refine coursework.		Comparison with subsequent surveys	During Retreat in Fall 2017.  <b>Discussed options for Professional Development Workshops for alumni– Not yet implemented</b>
<b>CAEP 4 4.2.2</b>	Lack of sufficient evidence on MOTP and MOSL Teacher Annual Evaluations	<b>Develop a strategic plan for accessing the data for more expansive use by the EPP while ensuring completer anonymity</b>	Candidate/ Completer/ School Personnel Agreements	Danielson Assessment Criteria	<b>Preliminary informal discussions held with partners and completers.</b>  <b>Agenda item for TEPAC Meeting in Fall 2018</b>

	The EPP has not been able to access details on specific student learning outcomes for its program completers		Formal Agreements to be developed		<b>Draft Agreements to be done by end of Fall 2018 for review and feedback from stakeholders</b>  <b>Proposed Implementation of Plan Spring 2019</b>
4.2.3	<b>Employer Surveys</b> Critical Thinking, Learning Environment and <b>Professional Roles</b> had the lowest means	The EPP emphasized low rated areas in curriculum revisions  The EPP continually uses feedback to refine coursework.		Comparison with subsequent surveys	During Retreat in Fall 2017.  <b>Discussed options for Professional Development Workshops for alumni– Not yet implemented</b>
4.3.4	Interrater reliability was less consistent in Development and Learning, Diversity, Knowledge of Subject Area, Planning and Instruction, <b>Professional Role</b> and Reading	The EPP emphasized low rated areas in curriculum revisions  The EPP continually uses feedback to refine coursework.		Comparison with subsequent surveys	During Retreat in Fall 2017.  <b>Discussed options for Professional Development Workshops for alumni– Not yet implemented</b>
4.4.1	Ability to meet the needs of ELLs was rated as somewhat effective by 22% of completers	The EPP emphasized low rated areas in curriculum revisions  The EPP continually uses feedback to refine coursework.		Comparison with subsequent surveys	During Retreat in Fall 2017.  <b>Discussed options for Professional Development Workshops for alumni– Not yet implemented</b>

4.4.2	<b>Alumni Survey</b> Areas with the lowest means were <b>Professional Role</b> (1.5) and Ethics (1.4)	The EPP emphasized low rated areas in curriculum revisions  The EPP continually uses feedback to refine coursework.		Comparison with subsequent surveys	During Retreat in Fall 2017.  <b>Discussed options for Professional Development Workshops for alumni– Not yet implemented</b>

Recurring Theme: Professional Role

## CAEP STANDARD 4: PROGRAM IMPACT

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

### List of Tables, Figures and Charts

#### 4.1

Table 4.1a: Sampling of Student Learning Outcomes by MEC Teachers in the Workplace  
Table 4.1bi: Value-Added Assessment of Completers' Impact in Schools: ELA  
Table 4.1.bii: Value-Added Assessment of Completers' Impact in Schools: Mathematics  
Table 4.1c: MEC Alumni/Employee Survey of Professional Preparation – Part 2 Instrument  
Table 4.1ci: Means of Selected Teachers' Self-Rating of Professional Preparation

#### 4.2

Table 4.2a: Program Completers' Performance on State Validated Instruments  
*Fig. 4.2a: CUNY Teacher Education Dashboard: edTPA Pass Rate by College (April, 2016)*  
Table 4.2bi: Overall Teacher Effectiveness: State Measures  
Table 4.2bii: Instructional Core for Measure of Teacher Practice: Local Measures  
Table 4.2c: Means of Employer Survey of Teacher Professional Preparation - Part 2A  
Table 4.2d: Employer Responses to Alumni-Employee Abilities in the Workplace  
Table 4.2di: Summary of Evaluations Rating from Selected Employers: 2015-2017 Completers

#### 4.3

Table 4.3a: Part 2 B: Employer Survey  
Table 4.3ai: Employers' Satisfaction Ratings by Program  
Table 4.3b: Retention Summary Data – EPP Database  
Table 4.3c: Promotion Summary Data  
Table 4.3d: Means and Interrater Reliability of Employer and Student Self-Rating Survey of Teacher Professional Preparation - Part 2A

#### 4.4

Table 4.4a: Summary of Graduate/Alumni Responses on their Job-Related Abilities  
Table 4.4b: Means of Alumni Self-Rating of Professional Preparation  
Table 4.4c: Summary of Alumni Survey Responses on EPP Curriculum Preparation  
Table 4.4d: Graduate School Summary Data  
*Fig. 4.4a: Location of MEC Teachers Serving in the US: 2016 Data*

## Tables and Charts

### CAEP STANDARD 4: PROGRAM IMPACT

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

#### 4.1: Impact on P-6 Learning and Development

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

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

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

Schools	Grades	# of Candidates N=6	Position	# of Students Served	Settings	Prior Year (2015) on ELA Level 3	Current Year (2016) on ELA at Level 3	State Performance	District (where applicable)
<b>2015-2016</b>									
PS K396	3-5 Mixed (*Grade 4)	1 CSE	SPED Teacher	6	SPED: 6:1:1	27%  SwD: 7%	No Data  SwD: No Data	No Data	No Data
PS 106Q	5	1 CSE	SPED Teacher	22	Inclusion	4%  SwD: 0% [0]	8%  SwD: 0% [0]	23%	14%
Leadership Prep Carnasie	5	1 CSE	SPED Teacher	12	Relay GSE/SPED 12:1:1	18%  SwD: 11% [3]	22%  SwD: 17% [6]	23%	NA
Imagine Me Leadership Charter	4	1 CSE	SPED Teacher	11	SPED 12:1:1	7%  SwD: 0% [0]	25%  SwD: 11% [1]	26%	NA
PS 279	3	1 CE	Teacher	20	ICT	29%	26%	36%	30%
<b>2016-2017</b>									

PS 38	4	1 CSE	SPED Teacher	12	Self-Contained	<b>16%</b>  SwD: 10% [2]	<b>19%</b>  SwD: 0% [0]	<b>25%</b>	<b>28%</b>
-------	---	-------	--------------	----	----------------	--------------------------------------	-------------------------------------	------------	------------

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

Schools	Grades	# of Candidates N=6	Position	# of Students Served	Setting	Prior Year (2015) on Math Level 3	Current Year (2016) on Math at Level 3	State Performance	District (where applicable)
<b>2015-2016</b>									
PS K396	3-5 Mixed (*Grade 4)	1 CSE	SPED Teacher	6	SPED: 6:1:1	<b>30%</b>  SwD: 10%	<b>No Data</b>	<b>No Data</b>	<b>No Data</b>
PS 106Q	5	1 CSE	SPED Teacher	22	Inclusion	<b>11%</b>  SwD: 5% [1]	<b>13%</b>  SwD: 8% [1]	<b>24%</b>	<b>19%</b>
Leadership Prep Carnasie	5	1 CSE	SPED Teacher	12	Relay GSE/SPED 12:1:1	<b>28%</b>  SwD: 16% [3]	<b>31%</b>  SwD: 9% [1]	<b>24%</b>	<b>No Data</b>

Imagine Me Leadership Charter	4	1 CSE	SPED Teacher	11	SPED 12:1:1	28% SwD: 22% [5]	33% SwD: 30% [7]	21%	No Data
PS 279	3	1 CE	Teacher	20	ICT	12%	16%	25%	21%
<b>2016-2017</b>									
PS 38	4	1 CSE	SPED Teacher	12	Self-Contained	10% SwD: 5% [1]	7% SwD: 0% [0]	22%	23%

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

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

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

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

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

<b>ASSESSMENT</b>	
1. Using a variety of student data to assess student abilities	
2. Using student data to individualize instruction	

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

3. Maintaining student records to monitor student progress	
4. Using school-based and other assessment data to improve instruction	
<b>AVERAGE RATING:</b>	
<b>COMMUNICATION</b>	
1. Modeling good communication skills to students through instruction	
2. Providing timely and appropriate feedback to students	
3. Communicating high learning expectations to each student	
4. Incorporating activities that promote effective group communication skills	
<b>AVERAGE RATING:</b>	
<b>CONTINUOUS IMPROVEMENT</b>	
1. Implementing professional development in classroom instruction	
2. Participating in professional development to support school improvement efforts	
3. Using student data to identify professional development needs	
4. Using experiences to assist in the design of a professional development plan	
5. Communicating effectively with colleagues and administrators	
<b>AVERAGE RATING:</b>	
<b>CRITICAL THINKING</b>	
1. Providing opportunities for students to expand their problem-solving and critical thinking skills	
2. Posing problems, dilemmas and questions in lessons	
3. Modeling the use of critical thinking and problem solving	
4. Incorporating creative thinking opportunities for students	
<b>AVERAGE RATING:</b>	
<b>DIVERSITY</b>	
1. Treating diverse student equitably	
2. Creating an environment which is supportive of diverse ideas	
3. Fostering acceptance of linguistic diversity among individual students	
4. Providing a range of activities for students with different cultures and experiences	

3. Demonstrating knowledge of New York State Standards in the subject area	
4. Demonstrating how knowledge can be applied to real-world settings	
<b>AVERAGE RATING:</b>	
<b>LEARNING ENVIRONMENT</b>	
1. Using an effective system of classroom management	
2. Providing students with opportunities to have input into the learning process	
3. Using appropriate measures to proactively address student behavior problems	
4. Using learning time effectively	
<b>AVERAGE RATING:</b>	
<b>PLANNING AND INSTRUCTION</b>	
1. Planning lessons with explicitly stated student learning outcomes	
2. Planning instructions that is aligned with New York State Standards	
3. Connecting learning activities, resources, and evaluation criteria to stated goals and objectives	
4. Planning lessons that reflect a variety of methods to engage students	
5. Conducting lessons that show students the relationship between various subject areas	
<b>AVERAGE RATING:</b>	
<b>PROFESSIONAL ROLE</b>	
1. Serving as an advocate for the student	
2. Involving community members to enhance student learning	
3. Understanding the protocol for identifying and reporting signs of child abuse and substance abuse	
4. Communicating effectively with parents	
<b>AVERAGE RATING:</b>	
<b>TECHNOLOGY</b>	
1. Using technology tools to assist with management of student learning	
2. Teaches students to use available computers and other forms of technology to enhance their learning	
3. Integrating different technologies to support diverse learning processes	
4. Teaching students to use a variety of electronic media to communicate ideas and information	

5. Communicating effectively with families and students from diverse background	
<b>AVERAGE RATING:</b>	
<b>ETHICS</b>	
1. Protecting students from conditions that interfere with their learning	
2. Not intentionally distorting or misrepresenting facts	
3. Supporting colleagues' rights to exercise their political and civil rights	
4. Adhering to ethical standards in the classroom	
<b>AVERAGE RATING:</b>	
<b>HUMAN DEVELOPMENT AND LEARNING</b>	
1. Modifying instruction to meet the needs of all students, including students with disabilities and diverse learning needs	
2. Incorporating appropriate instructional strategies to accommodate different learning styles	
3. Using knowledge of human development when planning instruction	
4. Individualizing instruction to meet the developmental levels of students	
<b>AVERAGE RATING:</b>	

<b>AVERAGE RATING:</b>	
<b>READING</b>	
1. Incorporating reading strategies in instructional planning in various subject areas	
2. Integrating reading activities in other curricular areas	
3. Using individual reading assessments to improve academic performance	
4. Demonstrating knowledge of research-based, developmentally appropriate reading strategies	
<b>AVERAGE RATING:</b>	
<b>CURRICULUM AREAS</b>	
1. Preparing students for the language arts portions of the curriculum	
2. Preparing students for the math portion of the curriculum	
3. Preparing students for the science portion of the curriculum	
4. Preparing students for the social studies portion of the curriculum	
5. Providing students with opportunities to improve grade-level performance	
6. Using data to plan and assess instruction	
<b>AVERAGE RATING:</b>	

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

**Indicates Means of Responses on Rating Scale**

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

N=6

<b>ASSESSMENT</b>	
1. Using a variety of student data to assess student abilities	1.0
2. Using student data to individualize instruction	1.2
3. Maintaining student records to monitor student progress	1.0
4. Using school-based and other assessment data to improve instruction	1.2
<b>AVERAGE RATING:</b>	<b>1.1</b>
<b>COMMUNICATION</b>	
1. Modeling good communication skills to students through instruction	1.0
2. Providing timely and appropriate feedback to students	1.5
3. Communicating high learning expectations to each student	1.0
4. Incorporating activities that promote effective group communication skills	1.2
<b>AVERAGE RATING:</b>	<b>1.2</b>
<b>CONTINUOUS IMPROVEMENT</b>	
1. Implementing professional development in classroom instruction	1.1
2. Participating in professional development to support school improvement efforts	1.5
3. Using student data to identify professional development needs	1.5
4. Using experiences to assist in the design of a professional development plan	1.5
5. Communicating effectively with colleagues and administrators	1.1
<b>AVERAGE RATING:</b>	<b>1.3</b>
<b>CRITICAL THINKING</b>	
1. Providing opportunities for students to expand their problem-solving and critical thinking skills	1.0
2. Posing problems, dilemmas and questions in lessons	1.0
3. Modeling the use of critical thinking and problem solving	1.1
4. Incorporating creative thinking opportunities for students	1.1
<b>AVERAGE RATING:</b>	<b>1.0</b>
<b>DIVERSITY</b>	
1. Treating diverse student equitably	1.0
2. Creating an environment which is supportive of diverse ideas	1.0

<b>KNOWLEDGE OF SUBJECT AREA</b>	
1. Demonstrating an in-depth understanding of the subject being taught	1.1
2. Using relevant materials and technologies to promote student learning	1.0
3. Demonstrating knowledge of New York State Standards in the subject area	1.0
4. Demonstrating how knowledge can be applied to real-world settings	1.0
<b>AVERAGE RATING:</b>	<b>1.0</b>
<b>LEARNING ENVIRONMENT</b>	
1. Using an effective system of classroom management	1.5
2. Providing students with opportunities to have input into the learning process	1.1
3. Using appropriate measures to proactively address student behavior problems	1.5
4. Using learning time effectively	1.1
<b>AVERAGE RATING:</b>	<b>1.3</b>
<b>PLANNING AND INSTRUCTION</b>	
1. Planning lessons with explicitly stated student learning outcomes	1.0
2. Planning instructions that is aligned with New York State Standards	1.0
3. Connecting learning activities, resources, and evaluation criteria to stated goals and objectives	1.0
4. Planning lessons that reflect a variety of methods to engage students	1.0
5. Conducting lessons that show students the relationship between various subject areas	1.0
<b>AVERAGE RATING:</b>	<b>1.0</b>
<b>PROFESSIONAL ROLE</b>	
1. Serving as an advocate for the student	1.5
2. Involving community members to enhance student learning	1.5
3. Understanding the protocol for identifying and reporting signs of child abuse and substance abuse	2.0
4. Communicating effectively with parents	1.1
<b>AVERAGE RATING:</b>	<b>1.5</b>
<b>TECHNOLOGY</b>	
1. Using technology tools to assist with management of student learning	1.0
2. Teaches students to use available computers and other forms of technology to enhance learning	1.0

3. Fostering acceptance of linguistic diversity among individual students	1.0
4. Providing a range of activities for students with different cultures and experiences	1.0
5. Communicating effectively with families and students from diverse background	1.1
<b>AVERAGE RATING:</b>	<b>1.0</b>
<b>ETHICS</b>	
1. Protecting students from conditions that interfere with their learning	1.5
2. Not intentionally distorting or misrepresenting facts	1.0
3. Supporting colleagues' rights to exercise their political and civil rights	2.0
4. Adhering to ethical standards in the classroom	1.0
<b>AVERAGE RATING:</b>	<b>1.4</b>
<b>HUMAN DEVELOPMENT AND LEARNING</b>	
1. Modifying instruction to meet the needs of all students, including students with disabilities and diverse learning needs	1.2
2. Incorporating appropriate instructional strategies to accommodate different learning styles	1.2
3. Using knowledge of human development when planning instruction	1.1
4. Individualizing instruction to meet the developmental levels of students	1.2
<b>AVERAGE RATING:</b>	<b>1.2</b>

3. Integrating different technologies to support diverse learning processes	1.0
4. Teaching students to use a variety of electronic media to communicate ideas and information	1.0
<b>AVERAGE RATING:</b>	<b>1.0</b>
<b>READING</b>	
1. Incorporating reading strategies in instructional planning in various subject areas	1.0
2. Integrating reading activities in other curricular areas	1.0
3. Using individual reading assessments to improve academic performance	1.0
4. Demonstrating knowledge of research-based, developmentally appropriate reading strategies	1.1
<b>AVERAGE RATING:</b>	<b>1.0</b>
<b>CURRICULUM AREAS</b>	
1. Preparing students for the language arts portions of the curriculum	1.0
2. Preparing students for the math portion of the curriculum	1.0
3. Preparing students for the science portion of the curriculum	1.5
4. Preparing students for the social studies portion of the curriculum	1.2
5. Providing students with opportunities to improve grade-level performance	1.1
6. Using data to plan and assess instruction	1.2
<b>AVERAGE RATING:</b>	<b>1.2</b>

## 4.2: Indicators of Teaching Effectiveness

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

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

**Reference Tables:**

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

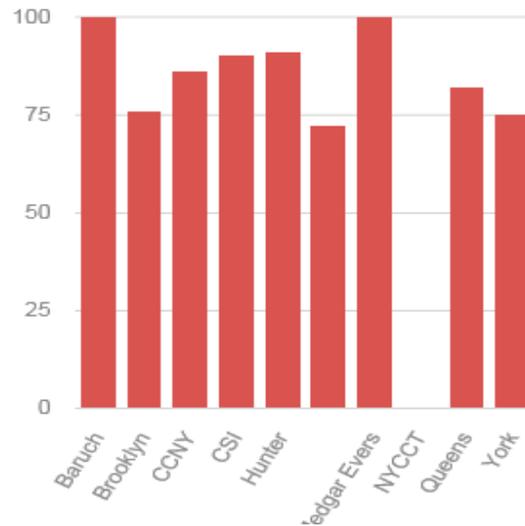


Fig. 4.2a: CUNY Teacher Education Dashboard: edTPA Pass Rate by College (April, 2016)

**Table 4.2bi: Overall Teacher Effectiveness: State Measures**

Evaluated Completers <i>N=13 - CSE</i>	Domain 1		Domain 2		Domain 3			Domain 4	MOTP SCORE/ RATING
	1a	1e	2a	2d	3b	3c	3d	4e	
EPP Teacher/ Yrs in service									
Teacher 1 1 yr	<b>2.50</b>	<b>2.25</b>	<b>3.00</b>	<b>2.75</b>	<b>2.00</b>	<b>2.25</b>	<b>2.25</b>	<b>2.75</b>	<b>2.46</b> <b>D</b>
Teacher 2 2 yrs	<b>3.00</b>	<b>2.00</b>	<b>2.87</b> <b>E</b>						
Teacher 3 1 yr	<b>2.00</b>	<b>2.50</b>	<b>2.50</b>	<b>2.50</b>	<b>2.50</b>	<b>2.50</b>	<b>2.50</b>	<b>2.00</b>	<b>2.38</b> <b>D</b>

Teacher 4 2yrs	<b>4.00</b>	<b>3.88</b>	<b>4.00</b>	<b>3.75</b>	<b>3.75</b>	<b>3.75</b>	<b>3.75</b>	<b>3.75</b>	<b>3.81</b> <b>HE</b>
Teacher 5 2yrs.	<b>3.00</b>	<b>4.00</b>	<b>3.88</b> <b>HE</b>						
Teacher 6 1 yr	<b>4.00</b>	<b>3.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>3.87</b> <b>HE</b>
Teacher 7 2yrs	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>2.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.12</b> <b>E</b>
Teacher 8 2 yrs	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>2.00</b>	<b>2.00</b>	<b>2.00</b>	<b>3.00</b>	<b>2.88</b> <b>E</b>
Teacher 9 2 yrs	<b>3.00</b>	<b>3.00</b>	<b>2.00</b>	<b>3.00</b>	<b>2.00</b>	<b>2.00</b>	<b>3.00</b>	<b>3.00</b>	<b>2.63</b> <b>E</b>
Teacher 10 2 yrs	<b>3.00</b>	<b>3.00</b>	<b>2.00</b>	<b>3.00</b>	<b>2.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>2.75</b> <b>E</b>
Teacher 11 2 yrs	<b>2.20</b>	<b>2.20</b>	<b>3.00</b>	<b>2.75</b>	<b>2.00</b>	<b>2.75</b>	<b>2.25</b>	<b>3.00</b>	<b>2.54</b> <b>E</b>
Teacher 12 2 yrs	<b>3.00</b>	<b>2.60</b>	<b>3.00</b>	<b>2.75</b>	<b>2.00</b>	<b>2.75</b>	<b>2.50</b>	<b>3.00</b>	<b>2.64</b> <b>E</b>
Teacher 13 2 yrs	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>2.50</b>	<b>2.50</b>	<b>3.00</b>	<b>3.00</b>	<b>2.87</b> <b>E</b>

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

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

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

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

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

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

**Respondents: N= 40; Completers: n=42:**

2015 = 13: CSE – 8; ECSE - 5

2016 = 18: CSE – 13; ECSE - 5

2017 = 11: CSE - 5; ECSE - 6

<b>ASSESSMENT</b>	
1. Using a variety of student data to assess student abilities	2.0
2. Using student data to individualize instruction	2.0
3. Maintaining student records to monitor student progress	1.5
4. Using school-based and other assessment data to improve instruction	2.0
<b>AVERAGE RATING:</b>	<b>1.9</b>
<b>COMMUNICATION</b>	
1. Modeling good communication skills to students through instruction	1.0
2. Providing timely and appropriate feedback to students	1.5
3. Communicating high learning expectations to each student	1.0
4. Incorporating activities that promote effective group communication skills	1.5
<b>AVERAGE RATING:</b>	<b>1.3</b>
<b>CONTINUOUS IMPROVEMENT</b>	
1. Implementing professional development in classroom instruction	1.5
2. Participating in professional development to support school improvement efforts	2.0
3. Using student data to identify professional development needs	1.5
4. Using experiences to assist in the design of a professional development plan	1.5
5. Communicating effectively with colleagues and administrators	1.5
<b>AVERAGE RATING:</b>	<b>1.6</b>
<b>CRITICAL THINKING</b>	
1. Providing opportunities for students to expand their problem-solving and critical thinking skills	2.0

<b>KNOWLEDGE OF SUBJECT AREA</b>	
1. Demonstrating an in-depth understanding of the subject being taught	1.5
2. Using relevant materials and technologies to promote student learning	1.5
3. Demonstrating knowledge of New York State Standards in the subject area	1.5
4. Demonstrating how knowledge can be applied to real-world settings	2.0
<b>AVERAGE RATING:</b>	<b>1.6</b>
<b>LEARNING ENVIRONMENT</b>	
1. Using an effective system of classroom management	2.0
2. Providing students with opportunities to have input into the learning process	2.0
3. Using appropriate measures to proactively address student behavior problems	2.0
4. Using learning time effectively	2.0
<b>AVERAGE RATING:</b>	<b>2.0</b>
<b>PLANNING AND INSTRUCTION</b>	
1. Planning lessons with explicitly stated student learning outcomes	1.5
2. Planning instructions that is aligned with New York State Standards	1.5
3. Connecting learning activities, resources, and evaluation criteria to stated goals and objectives	2.0
4. Planning lessons that reflect a variety of methods to engage students	2.0
5. Conducting lessons that show students the relationship between various subject areas	2.0
<b>AVERAGE RATING:</b>	<b>1.8</b>
<b>PROFESSIONAL ROLE</b>	
1. Serving as an advocate for the student	2.0
2. Involving community members to enhance student learning	2.0

2. Posing problems, dilemmas and questions in lessons	2.0
3. Modeling the use of critical thinking and problem solving	2.0
4. Incorporating creative thinking opportunities for students	2.0
<b>AVERAGE RATING:</b>	<b>2.0</b>
<b>DIVERSITY</b>	
1. Treating diverse student equitably	1.0
2. Creating an environment which is supportive of diverse ideas	1.0
3. Fostering acceptance of linguistic diversity among individual students	1.0
4. Providing a range of activities for students with different cultures and experiences	1.0
5. Communicating effectively with families and students from diverse background	1.5
<b>AVERAGE RATING:</b>	<b>1.1</b>
<b>ETHICS</b>	
1. Protecting students from conditions that interfere with their learning	1.5
2. Not intentionally distorting or misrepresenting facts	1.5
3. Supporting colleagues' rights to exercise their political and civil rights	2.0
4. Adhering to ethical standards in the classroom	1.0
<b>AVERAGE RATING:</b>	<b>1.5</b>
<b>HUMAN DEVELOPMENT AND LEARNING</b>	
1. Modifying instruction to meet the needs of all students, including students with disabilities and diverse learning needs	1.5
2. Incorporating appropriate instructional strategies to accommodate different learning styles	1.5
3. Using knowledge of human development when planning instruction	1.5
4. Individualizing instruction to meet the developmental levels of students	2.0
<b>AVERAGE RATING:</b>	<b>1.6</b>

3. Understanding the protocol for identifying and reporting signs of child abuse and substance abuse	2.0
4. Communicating effectively with parents	2.0
<b>AVERAGE RATING:</b>	<b>2.0</b>
<b>TECHNOLOGY</b>	
1. Using technology tools to assist with management of student learning	1.5
2. Teaches students to use available computers and other forms of technology to enhance learning	1.5
3. Integrating different technologies to support diverse learning processes	1.5
4. Teaching students to use a variety of electronic media to communicate ideas and information	1.5
<b>AVERAGE RATING:</b>	<b>1.5</b>
<b>READING</b>	
1. Incorporating reading strategies in instructional planning in various subject areas	1.5
2. Integrating reading activities in other curricular areas	1.5
3. Using individual reading assessments to improve academic performance	2.0
4. Demonstrating knowledge of research-based, developmentally appropriate reading strategies	2.0
<b>AVERAGE RATING:</b>	<b>1.8</b>
<b>CURRICULUM AREAS</b>	
1. Preparing students for the language arts portions of the curriculum	1.0
2. Preparing students for the math portion of the curriculum	1.5
3. Preparing students for the science portion of the curriculum	2.0
4. Preparing students for the social studies portion of the curriculum	1.5
5. Providing students with opportunities to improve grade-level performance	2.0
6. Using data to plan and assess instruction	2.0

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

2017 Employer Survey: N =18	Scale				
Element	# Very Effective	# Effective	# Somewhat Effective	# Not Effective	# No Answer
(a) Demonstrates mastery of content they teach	6	10	2		
(b) Employs a wide variety of teaching strategies	8	9	1		
(c) Plans and implements lessons based on learners' development	9	7	2		
(d) Demonstrates increasingly sophisticated professional knowledge	7	9	2		
(e) skills, and dispositions in professional development activities	7	9	2		
(f) Differentiates instruction for the learners they teach	6	10	2		
(g) Integrates diverse cultural perspectives into their teaching	8	8	2		

(h) Meets the needs of students with disabilities in all aspects of their teaching	10	7	1		
(i) Meets the needs of English Language Learners in all aspects of their teaching	4	6	6	2	
(j) Meets the needs of gifted students in all aspects of their teaching	5	6	6	1	
(k) Uses valid, developmentally appropriate assessment strategies, both formal and informal, in their teaching.	6	8	4		
(l) Collaborates with their colleagues in the larger school community to best meet the needs of learners	10	6	2		
(m) Interacts effectively with the significant adults in their students' lives to best meet their learning needs	10	6	2		
(n) Uses technology effectively to meet students' instructional needs	6	11	1		
(o) Undertakes leadership responsibilities within the school community	2	5	11		

(p) Advocates for the rights of all students to learn	8	8	2		
(q) Engages in careful analysis and reflection of all aspects of their teaching	7	8	3		

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

<i>Employee/School: N=18</i>	<i># of MEC Graduates</i>	<i>Highly Effective</i>	<i>Effective</i>	<i>Developing</i>	<i>Not Effective</i>
<b><i>Public Schools</i></b>					
<i>PS 38</i>	<i>1</i>	<i>x</i>			
<i>PS 106Q</i>	<i>1</i>		<i>x</i>		
<i>PS 111</i>	<i>1</i>		<i>x</i>		
<i>PS 214</i>	<i>1</i>	<i>x</i>			
<i>PS 268</i>	<i>1</i>		<i>x</i>		
<i>K 396</i>	<i>1</i>	<i>x</i>			
<i>PS 770</i>	<i>1</i>		<i>x</i>		
<b><i>Charter Schools</i></b>					
<i>Uncommon Schools</i>	<i>2</i>	<i>x</i>	<i>x</i>		
<i>Leadership Prep</i>	<i>2</i>	<i>x</i>	<i>x</i>		
<i>Excelsior</i>	<i>1</i>		<i>x</i>		
<i>Imagine Me</i>	<i>1</i>		<i>x</i>		
<i>Ascend</i>	<i>2</i>	<i>x</i>		<i>x</i>	
<i>Citizens of the World</i>	<i>1</i>		<i>x</i>		
<b><i>Early Childhood Centers</i></b>					

<i>Shirley Chisholm Head Start</i>	<i>1</i>	<i>x</i>			
<i>Brooklyn Kindergarten Society</i>	<i>1</i>	<i>x</i>			
<i>Child Study Center of NY</i>	<i>1</i>	<i>x</i>			
<i>U-Kids campus Children's Center, Albany</i>	<i>1</i>	<i>x</i>			
<i>Lutheran Social Services Early Life Site</i>	<i>1</i>		<i>x</i>		
<i>Total</i>	<i>21</i>	<i>10</i>	<i>10</i>	<i>1</i>	<i>0</i>



**Table 4.3ai: Employers' Satisfaction Ratings by Program**

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

**Table 4.3b: Retention Summary Data – EPP Database**

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

**Table 4.3c: Promotion Summary Data**

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

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

Area	Employer Ratings	Student Self-rating	Kappa	Interrater Consistency
<b>ASSESSMENT</b>				
1. Using a variety of student data to assess student abilities	2.0	1.0		
2. Using student data to individualize instruction	2.0	1.2		
3. Maintaining student records to monitor student progress	1.5	1.0		
4. Using school-based and other assessment data to improve instruction	2.0	1.2		
<b>Mean Rating</b>	<b>1.9</b>	<b>1.1</b>	<b>NA</b>	<b>.61</b>
<b>COMMUNICATION</b>				
1. Modeling good communication skills to students through instruction	1.0	1.0		
2. Providing timely and appropriate feedback to students	1.5	1.5		
3. Communicating high learning expectations to each student	1.0	1.0		
4. Incorporating activities that promote effective group communication skills	1.5	1.2		
<b>Mean Rating</b>	<b>1.3</b>	<b>1.2</b>	<b>.47</b>	<b>.91</b>
<b>CONTINUOUS IMPROVEMENT</b>				
1. Implementing professional development in classroom instruction	1.5	1.1		
2. Participating in professional development to support school improvement efforts	2.0	1.5		
3. Using student data to identify professional development needs	1.5	1.5		
4. Using experiences to assist in the design of a professional development plan	1.5	1.5		
5. Communicating effectively with colleagues and administrators	1.5	1.1		
<b>Mean Rating</b>	<b>1.6</b>	<b>1.3</b>	<b>.15</b>	<b>.58</b>
<b>CRITICAL THINKING</b>				
1. Providing opportunities for students to expand their problem-solving and critical thinking skills	2.0	1.0		
2. Posing problems, dilemmas and questions in lessons	2.0	1.0		

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

1. Demonstrating an in-depth understanding of the subject being taught	1.5	1.1		
2. Using relevant materials and technologies to promote student learning	1.5	1.0		
3. Demonstrating knowledge of New York State Standards in the subject area	1.5	1.0		
4. Demonstrating how knowledge can be applied to real-world settings	2.0	1.0		
<b>Mean Rating</b>	<b>1.6</b>	<b>1.0</b>	<b>NA</b>	<b>.21</b>
<b>LEARNING ENVIRONMENT</b>				
1. Using an effective system of classroom management	2.0	1.5		
2. Providing students with opportunities to have input into the learning process	2.0	1.1		
3. Using appropriate measures to proactively address student behavior problems	2.0	1.5		
4. Using learning time effectively	2.0	1.1		
<b>Mean Rating</b>	<b>2.0</b>	<b>1.3</b>	<b>NA</b>	<b>.83</b>
Area	Employer Ratings	Student Self-rating	Kappa	Interrater Consistency
<b>PLANNING AND INSTRUCTION</b>				
1. Planning lessons with explicitly stated student learning outcomes	1.5	1.0		
2. Planning instructions that is aligned with New York State Standards	1.5	1.0		
3. Connecting learning activities, resources, and evaluation criteria to stated goals and objectives	2.0	1.0		
4. Planning lessons that reflect a variety of methods to engage students	2.0	1.0		
5. Conducting lessons that show students the relationship between various subject areas	2.0	1.0		
<b>Mean Rating</b>	<b>1.8</b>	<b>1.0</b>	<b>NA</b>	<b>.35</b>
<b>PROFESSIONAL ROLE</b>				
1. Serving as an advocate for the student	2.0	1.5		
2. Involving community members to enhance student learning	2.0	1.5		
3. Understanding the protocol for identifying and reporting signs of child abuse and substance abuse	.2.0	.2.0		
4. Communicating effectively with parents	2.0	1.1		

<b>Mean Rating</b>	<b>2.0</b>	<b>1.5</b>	<b>NA</b>	<b>.18</b>
<b>TECHNOLOGY</b>				
1. Using technology tools to assist with management of student learning	1.5	1.0		
2. Teaches students to use available computers and other forms of technology to enhance learning	1.5	1.0		
3. Integrating different technologies to support diverse learning processes	1.5	1.0		
4. Teaching students to use a variety of electronic media to communicate ideas and information	1.5	1.0		
<b>Mean Rating:</b>	<b>1.5</b>	<b>1.0</b>	<b>NA</b>	<b>NA</b>
<b>READING</b>				
1. Incorporating reading strategies in instructional planning in various subject areas	1.5	1.0		
2. Integrating reading activities in other curricular areas	1.5	1.0		
3. Using individual reading assessments to improve academic performance	2.0	1.0		
4. Demonstrating knowledge of research-based, developmentally appropriate reading strategies	2.0	1.1		
<b>Mean Rating</b>	<b>1.8</b>	<b>1.0</b>	<b>NA</b>	<b>.31</b>
<b>CURRICULUM AREAS</b>				
1. Preparing students for the language arts portions of the curriculum	1.0	1.0		
2. Preparing students for the math portion of the curriculum	1.5	1.0		
3. Preparing students for the science portion of the curriculum	2.0	1.5		
4. Preparing students for the social studies portion of the curriculum	1.5	1.2		
5. Providing students with opportunities to improve grade-level performance	2.0	1.1		
6. Using data to plan and assess instruction	2.0	1.2		
<b>Mean Rating:</b>	<b>1.7</b>	<b>1.2</b>	<b>.48</b>	<b>.67</b>

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

#### 4.4: Satisfaction of Completers

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

2015-2017 Alumni Survey N=46 2015: 15 Responders (94%); 2016: 19 Responders (83%); 2017: 12 Responders (100%)					
Element	Not Effective	Somewhat Effective	Effective	Very Effective	No Answer
(a) Demonstrate mastery of content that I teach		3	15	25	2
(b) Engage in careful analysis of all aspects of my teaching			11	34	
(c) Plan and implement lessons based on learners' development			13	32	
(d) Develop increasingly sophisticated professional knowledge,		6	13	24	2
(e) skills, and dispositions through field-based experiences and internship		3	15	24	3
(f) Differentiate instruction for the learners I teach		3	7	35	
(g) Integrate diverse cultural perspectives into my teaching		3	7	35	

(h) Meet the needs of students with disabilities in all aspects of my teaching		1	8	36	
(i) Meet the needs of English Language Learners in all aspects of my teaching		10	13	22	
(j) Meet the needs of gifted students in all aspects of my teaching		5	10	30	
(k) Use valid, developmentally appropriate assessment strategies, both formal and informal, in my teaching.		1	6	37	1
(l) Collaborate with my colleagues in the larger school community to best meet the needs of learners			5	40	
(m) Interact effectively with the significant adults in my students' lives to best meet their learning needs		1	4	40	
(n) Use technology effectively to meet students' instructional needs			6	39	
(o) Undertake leadership responsibilities within the school community		5	10	25	5

(p) Advocate for the rights of all students to learn		0	6	39	0
(q) Engage in careful analysis of all aspects of my teaching		0	10	34	1

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

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

N=45

<b>ASSESSMENT</b>	
1. Using a variety of student data to assess student abilities	1.0
2. Using student data to individualize instruction	1.2
3. Maintaining student records to monitor student progress	1.0
4. Using school-based and other assessment data to improve instruction	1.2
<b>AVERAGE RATING:</b>	<b>1.1</b>
<b>COMMUNICATION</b>	
1. Modeling good communication skills to students through instruction	1.0
2. Providing timely and appropriate feedback to students	1.5
3. Communicating high learning expectations to each student	1.0
4. Incorporating activities that promote effective group communication skills	1.2
<b>AVERAGE RATING:</b>	<b>1.2</b>
<b>CONTINUOUS IMPROVEMENT</b>	
1. Implementing professional development in classroom instruction	1.1
2. Participating in professional development to support school improvement efforts	1.5
3. Using student data to identify professional development needs	1.5
4. Using experiences to assist in the design of a professional development plan	1.5

<b>KNOWLEDGE OF SUBJECT AREA</b>	
1. Demonstrating an in-depth understanding of the subject being taught	1.1
2. Using relevant materials and technologies to promote student learning	1.0
3. Demonstrating knowledge of New York State Standards in the subject area	1.0
4. Demonstrating how knowledge can be applied to real-world settings	1.0
<b>AVERAGE RATING:</b>	<b>1.0</b>
<b>LEARNING ENVIRONMENT</b>	
1. Using an effective system of classroom management	1.5
2. Providing students with opportunities to have input into the learning process	1.1
3. Using appropriate measures to proactively address student behavior problems	1.5
4. Using learning time effectively	1.1
<b>AVERAGE RATING:</b>	<b>1.3</b>
<b>PLANNING AND INSTRUCTION</b>	
1. Planning lessons with explicitly stated student learning outcomes	1.0
2. Planning instructions that is aligned with New York State Standards	1.0
3. Connecting learning activities, resources, and evaluation criteria to stated goals and objectives	1.0
4. Planning lessons that reflect a variety of methods to engage students	1.0
5. Conducting lessons that show students the relationship between various	1.0

5. Communicating effectively with colleagues and administrators	1.1
<b>AVERAGE RATING:</b>	<b>1.3</b>
<b>CRITICAL THINKING</b>	
1. Providing opportunities for students to expand their problem-solving and critical thinking skills	1.0
2. Posing problems, dilemmas and questions in lessons	1.0
3. Modeling the use of critical thinking and problem solving	1.1
4. Incorporating creative thinking opportunities for students	1.1
<b>AVERAGE RATING:</b>	<b>1.0</b>
<b>DIVERSITY</b>	
1. Treating diverse student equitably	1.0
2. Creating an environment which is supportive of diverse ideas	1.0
3. Fostering acceptance of linguistic diversity among individual students	1.0
4. Providing a range of activities for students with different cultures and experiences	1.0
5. Communicating effectively with families and students from diverse background	1.1
<b>AVERAGE RATING:</b>	<b>1.0</b>
<b>ETHICS</b>	
1. Protecting students from conditions that interfere with their learning	1.5
2. Not intentionally distorting or misrepresenting facts	1.0
3. Supporting colleagues' rights to exercise their political and civil rights	2.0
4. Adhering to ethical standards in the classroom	1.0
<b>AVERAGE RATING:</b>	<b>1.4</b>
<b>HUMAN DEVELOPMENT AND LEARNING</b>	
1. Modifying instruction to meet the needs of all students, including students with disabilities and diverse learning needs	1.2
2. Incorporating appropriate instructional strategies to accommodate	1.2

subject areas	
<b>AVERAGE RATING:</b>	<b>1.0</b>
<b>PROFESSIONAL ROLE</b>	
1. Serving as an advocate for the student	1.5
2. Involving community members to enhance student learning	1.5
3. Understanding the protocol for identifying and reporting signs of child abuse and substance abuse	.2.0
4. Communicating effectively with parents	1.1
<b>AVERAGE RATING:</b>	<b>1.5</b>
<b>TECHNOLOGY</b>	
1. Using technology tools to assist with management of student learning	1.0
2. Teaches students to use available computers and other forms of technology to enhance learning	1.0
3. Integrating different technologies to support diverse learning processes	1.0
4. Teaching students to use a variety of electronic media to communicate ideas and information	1.0
<b>AVERAGE RATING:</b>	<b>1.0</b>
<b>READING</b>	
1. Incorporating reading strategies in instructional planning in various subject areas	1.0
2. Integrating reading activities in other curricular areas	1.0
3. Using individual reading assessments to improve academic performance	1.0
4. Demonstrating knowledge of research-based, developmentally appropriate reading strategies	1.1
<b>AVERAGE RATING:</b>	<b>1.0</b>
<b>CURRICULUM AREAS</b>	
1. Preparing students for the language arts portions of the curriculum	1.0
2. Preparing students for the math portion of the curriculum	1.0

different learning styles	
3. Using knowledge of human development when planning instruction	1.1
4. Individualizing instruction to meet the developmental levels of students	1.2
<b>AVERAGE RATING:</b>	<b>1.2</b>

3. Preparing students for the science portion of the curriculum	1.5
4. Preparing students for the social studies portion of the curriculum	1.2
5. Providing students with opportunities to improve grade-level performance	1.1
6. Using data to plan and assess instruction	1.2
<b>AVERAGE RATING:</b>	<b>1.2</b>

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

<b>2015-2017 Graduates: N =45</b>	<b>Exceptionally Well</b>	<b>Very Well</b>	<b>Well</b>	<b>Not Quite Well</b>	<b>Not Well at All</b>
<b>Survey Element: Overall Preparation</b>					
MEC General Education Core	19	18	8		
MEC Education Department Core Curriculum (EDUC 110, 231, 350, 340, 355)	28	11	6		
MEC Education Department Pedagogical Core (311, 312, 314, 315, 317, 381)	28	5	10	1	1
MEC Education Department Special Education Professional Curriculum (EDUC 152, 203, 252, 253, 310)	28	10	5		

Education Dept. Certification Examination Workshops (EDUC 494, 495, 496, 498)	25	10	9		1
MEC Education Department Clinical Practice Supervision (EDUC 481, 491)	30	10	4		1
MEC Education Department Clinical Practice Seminars (EDUC 482, 492)	28	10	6	1	
Grant-funded Intercession Workshops (NYSTCE Test Prep Sessions; Response to Intervention, Clinical Practice Video Review and Reflection)	30	11	3	1	
For Graduate School Core Curriculum	22	1	1		
For Graduate School Specialty Curriculum	22	1	1		
Graduate School Clinical Experiences/Practica (if applicable)	17	1			
For NYC Department of Education - New Teacher Orientation Sessions	25		2		
NYC Department of Education Professional Development	27	3	1		
For Professional Teaching Careers	25	2	10		

**Table 4.4d: Graduate School Summary Data**

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

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

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

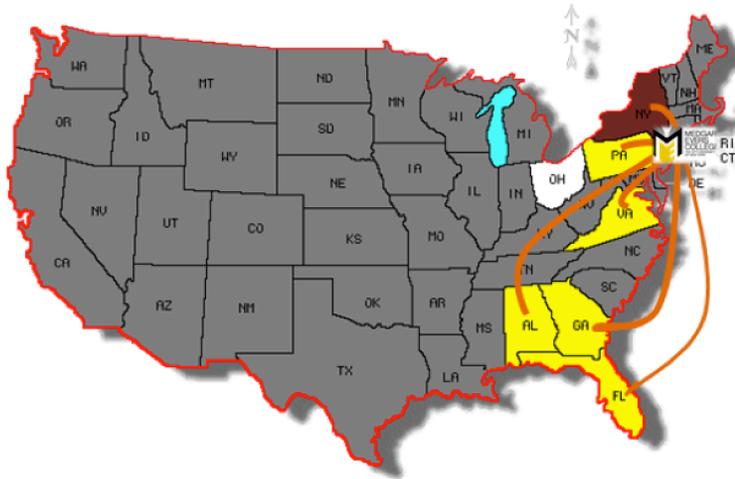


Fig. 4.4a: Location of MEC Teachers Serving in the US: 2016 Data

## **STANDARD 5: PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT**

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

The School of Education (EPP) has a functional Assessment System with ongoing processes that outlines objectives and timetables to gather and use evidence for the continuous improvement of student learning outcomes and efficient and effective overall operations. The Plan is aligned with the College's Institutional Assessment and Quality Assurance system that embodies our mission of social justice and access, as well as the Strategic Plan's vision to cultivate academic engagement through a culture of assessment, mentorships, learning communities, service, and innovative research experiences.

The EPP's Assessment System addresses the following assessment needs of the School, College, and larger University system (CUNY): 1) a comprehensive, sustainable, and systematic process to assess preparation effectiveness, student learning at the course and program levels, and general education learning outcomes; 2) the assessment of student learning at each key transition point in a student's educational experience, as framed by the EPP's Assessment Plan; 3) the systematic collection and assessment of student learning for ongoing program assessment, and accreditation (CAEP/NCATE), CEC, ACEI, NAEYC); 4) the assessment of EPP's progress toward the goals established in the Institutional Strategic Plan, and CUNY's Performance Management Process and Master Plan; 5) the use of assessment results to improve programs and services and to determine resource allocations and future planning needs; and, 6) the evaluation and improvement of the entire assessment process— always with the aim of improving student learning and EPP effectiveness.

### **5.1 Quality Assurance System**

The EPP uses multiple data sources for assessing its operations and its preparation programs, among them: The College Snapshots and the Pipeline Analysis Reports from the College's Office of Institutional Research and Assessment (OIRA), Departmental Annual Reports, Faculty Evaluations, Course Evaluations, Graduate Surveys, Alumni Surveys, In-service Teachers Annual Evaluations, and Employer Surveys. These reports provide information about the EPP's admissions, retention, and graduation rates, candidate preparation, resources, governance, planning, budget, personnel, facilities, and advisement and mentoring programs.

## ***Institutional Assessments***

### *Snapshot*

The Medgar Evers College Snapshots is an annual publication of the Office of Institutional Research and Assessment and is available on the College website. It presents an overview of the College for the year. The Snapshot provides information that is responsive to the basic quantitative needs, and to address the important questions: “Who are the Medgar Evers College students at different stages of their career preparation?” and “How do the Medgar Evers College students persist, perform and progress?” At the institutional level, the Snapshot provides general information on enrollment, admissions, basic skills and proficiency testing, students’ progress and graduation, courses and curricula, faculty and staff, and selected college operations which are retrieved from original data sources, including fall and spring semesters Show/Performance Files and System Data for student enrollment, performance, graduation and course enrollment data; CUNY-First Reports and IPEDS Report for faculty and staff data; Student Financial Aid System Report for financial aid data; CUNY Central Testing Office and SIMS for testing data; and, the IPEDS Financial Report prepared by the CUNY Central Office of Institutional Research and Assessment for finance data.

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

Candidate performances as reported, using cumulative GPA, show that the majority of program candidates had GPAs of 3.0 and above across all programs. GPAs between the 3.0 and 4.0 range by program and reflect an increasing trend among CE candidates: [N=28: 75% in 2015, N= 26: 77% in 2016 and N= 19: 79% in 2017]. Among CSE candidates, a fluctuating trend is demonstrated [N =55: 89% in 2015; N= 51: 88% in 2016, and N= 51: 96% in 2017, with significant increase in 2017]. ECSE candidates also demonstrated increasing performances over the three year span [N = 62: 84% in 2015; N=70: 93% in 2016, and N = 56: 93% in 2017]. Grade distribution data show that between 2015 and 2017, over 70% [78%; 73%; 77%] of teacher candidates earned A’s and B’s in credit-bearing courses across the college. Snapshot data also show an increase in adjunct faculty instruction between 2015 and 2017, indicating less courses being provided by full-time faculty. The challenge here was that full-time faculty received

reassigned time for research, grants management, and other promotion-bearing activities. The EPP is aware of the impact of non-vested instructional faculty on program performance and made every effort to ensure that adjunct/part-time faculty are equally qualified and experienced as full-time faculty. The EPP includes its adjunct faculty in its planning and assessment activities, and conducts frequent peer mentoring and peer evaluations, as well as candidate evaluations of its faculty contributions. **With the establishment of the School of Education in 2017, the College invested in hiring more fulltime faculty. The School received two reassigned fulltime professors, and there are searches for three additional fulltime professors for the School.**

From 2013, the EPP's graduation numbers increased. With the exception of one year (2017), which saw a decline in program completers, the EPP graduated 16 candidates in 2015 and 23 in 2016. This year, 2018 saw the largest graduating class in the history of the College with its inaugural class of 35 graduates from the new School of Education (*See Table 5.1a*), which show the School of Education with significantly higher growth rates than the majority of other schools and programs at the College. This increase is attributed to the increased grant support for more qualifying candidates to transition from the AA to the BA degree programs, the introduction of a tutoring program in academic writing and mathematics in the pre-professional program, and increased opportunities for professional development during preparation.

### ***Pipeline Analysis Report – Office of Institutional Research and Assessment (OIRA)***

#### *Assessment of the EPP's Admissions, Retention and Graduation Policies and Trends*

A guiding component of the EPP's operations is the clear alignment of teacher expectations in New York State, as well as nationwide. As such, the EPP has developed admissions, retention and graduation policies that outline specific criteria for candidates pursuing the professional programs. This process for recruitment and retention is shared with prospective candidates early in the teacher education program (AA), and ensures that the EPP produces highly qualified and competent teachers with the knowledge, skills and dispositions to meet the value-added demands of educating all P-6 students, including diverse students with exceptionalities. [\[EPP's Need to Know Policies in Appendix 5.1A\]](#).

The EPP receives and uses periodic data from the Institution's assessment offices to review its operations. The OIRA is responsible for carrying out overall institutional research and assessment, and providing information for institutional improvement, planning and decision-making at the College. OIRA communicates with the CUNY Institutional Research and Assessment Office to understand the computational aspects of the University's requirements for evaluative measures, as well as to provide the College's feedback. The EPP's Assessment Process also provides data to support these College-wide

reports. A member of the EPP sits on *the Institutional Effectiveness and Assessment Committee (IEAC)*, and engages in the refinement of the College's assessment practices, and conveys improvement goals and plans to and from the EPP.

Another indicator of EPP operations was the retention rates of candidates in the professional programs. Data from the OIRA Pipeline Report indicated that the Fall to Spring retention rates were among the highest in teacher education programs than any other degree programs at the institution (92%; 96%; 97%) across the three programs during the 2015-2017 review periods. This data reflect the EPP's transition criteria and candidate performance as they move from one phase to the next. Initial admissions to the BA Programs occur in the Fall semester (see [Appendix 5.1B](#)).

### ***EPP Assessment System: Assessment Plan and Assessment Timelines***

The EPP's [Assessment Handbook \(Appendix 5.1C\)](#) makes public the assessment system to all stakeholders and is accessible on the College's *Sharepoint* portal. The EPP's quality assurance system is characterized by its comprehensive Assessment Plan. The Plan is characterized by five key assessment domains: **External, Portfolio, Early Field and Clinical, Program, and Dispositions**. Each assessment domain is distinguished by key assessment measures which are used to assess candidate and graduate progress and performance. These key assessments which are administered to all candidates were developed based on the EPP's Performance Standards and use the competencies delineated in the Standards as performance criteria. The EPP performance Standards are also aligned with the Interstate New Teacher and Assessment Consortium (INTASC) Standards and the Specialty Professional Association (SPA) Standards. Decisions about candidate progress and performance are made at four transition points: Entrance to the BA Programs, Entry to Clinical Practice I & II, Exit from Clinical Practice, and Graduate. [Table 5.1b](#) shows the five domains and the four points of assessment, as well as the instruments used for each assessment to ensure that *data are relevant, verifiable, representative, cumulative, and actionable, and provide empirical evidence that data are valid and consistent*. The MEC EPP's assessment system - plan and instruments were developed, enhanced, piloted and reviewed by a collaborative body of EPP faculty, representative institutional faculty and staff from the Liberal Arts and Sciences, Office of Institutional Research and Assessment (OIRA), partner schools and community personnel, and EPP candidates and alumni.

#### ***1. Measures of Candidate Progress***

The EPP uses multiple measures that are characterized by internal and external key assessments to monitor candidate progress through its programs. The process begin from the pre-professional degree

program in Teacher Education (AA), and which program completion serves as a gateway for transition to the professional programs (BA). At the pre-professional level, key assessments include content knowledge and skills in the general education curriculum and content knowledge and skills in the education core curriculum. The *EAS* also serves as a beginning external measure of professional preparation.

#### *1.1. EPP Key Assessments in the General Education Curriculum (Liberal Arts and Sciences)*

Candidate performances in the general curriculum are monitored in specific courses in the content areas of English (ENG 112; ENG 150; ENG 212), Mathematics (MTH 136; MTH 231) and Science (PHS 101; BIO 101). Candidate performances at entry in English, mathematics and science are areas for improvement. Description of the use of this data in the EPP's assessment is appended to the data in [Table 1.1m](#), while actions toward improvement are detailed in Standard 1.

#### *1.2. EPP Key Assessments in the Education Core Curriculum*

The Education Core Curriculum comprises 13 credits distributed over six courses; four of these courses carry early field experiences as co-requisites. These INTASC aligned co-requisite field experiences are referenced in **CAEP Standard 1: [Table 1.1ki](#)**, and show that candidates are meeting the criteria at the highest levels.

#### *1.3. External Assessment of Candidate Progress – Educating All Students (EAS) Test*

Based on the Assessment Plan, the prescribed taking of the EAS (and other NYSTCEs) is included on candidates' program sequences, and is used as a diagnostic measure to determine what candidates know and can do. Evidence of this measure that shows 80%> pass rate among test takers is referenced with three years of data in **CAEP: Standard 1: [Table 1.1l](#) - [Table 1.1liii](#)**.

#### *1.4. Progress in the BA Professional Programs*

The above constitute the first major assessments at the beginning of the professional program (BA). As candidates progress in the programs, the EPP's Assessment Plan continues to systematically and continuously track candidate performances throughout their preparation. One measure used for subject area content knowledge is data on candidate performance in their State required concentration of 27-30 credits in either English, Mathematics, Science, Social Studies, or for early childhood special education program candidates, an option is Psychology. The responsibility of monitoring candidate progress in the professional program shifts from the EPP's Academic Advisor to designated Specialty Faculty Program Advisors in the EPP. Specialty Program Advisors monitor candidate performances in all required courses

in their respective programs each semester, and provides reports of progress in assessment meetings and faculty meetings. Recommendations for continuation, repeating a course, degree program changes, or other conditional decisions are made by full EPP faculty body through a voting process. Reference is made to **CAEP Standard 1: *Table 1.1m*** for performances in the Concentrations.

### *1.5. Course Level Assessments*

Candidate progress in the Education professional curriculum is closely monitored at the Course level and at the Program Level. Course level assessments follow the process for data collection, analyses, submission, and reporting using the EPP's uniform template. Department Chairs are responsible for ensuring that reports from all instructional faculty are submitted in a timely manner, each semester. Reports are shared each semester through the course level assessment process during departmental and School meetings described earlier in this narrative. Progress in the Education curriculum is measured by the key assessments, including Early Field Experiences as indicated on the Assessment Plan. For evidence of assessments results in candidate progress in the professional preparation, see *Table 5.1ci-ciii*, which shows that 80% - 90% of candidates are meeting course criteria.

### *1.6. Program Level Assessments*

For program level assessments, the Specialty Program Advisors track, record, and analyze performance in all areas of candidate preparation, and report on progress at departmental and School meetings. Candidates are notified of progress and concerns through formal and informal methods. They are required to meet individually with their Program Advisors at least twice per semester: at the middle, and at the end of each semester. Notes on discussions and decisions, or formal conditional letters, if necessary, are recorded in each candidate's file. Decisions on candidate continuation or other conditional arrangements are brought to full EPP faculty to be voted upon. While the process for data collection, analysis, and reporting of candidate performance at the various benchmarks in the assessment system is the shared responsibility of the EPP's Academic Advisor, all course instructors, department Chairs, specialty program faculty advisors and mentors, the EPP established an Assessment Committee with the responsibility of general oversight of the entire Assessment System. The program specific capstone experiences are internally, the professional portfolio. One program example of this extensive assessment is included in this Self Study, with measures and outcomes for the other two programs available for on-site review (*see Appendix 5.1D: CSE Portfolio Guidelines and Table 5.1h: CSE Portfolio Data*) and externally, the ed-TPA (Tables 1.4ai-1.4aiii). Data show that between 85% -100% met the criteria at competent to exemplary levels on the professional portfolio, and 83% (2015), 92% (2016) and 94% (2017) passed the edTPA, with 39%, 17% and 18% each year achieving mastery level.

### *1.7. EPP Assessment Committee*

This Committee consists of three designated faculty members who assumed the responsibility for further analysis, sharing, and storage of the EPP's data. They prepare summary and disaggregated reports and schedule assessment review meetings, facilitate faculty in assessment revisions, and use of new data collection platform. The committee works closely with all parties, including Chairs and Dean, to ensure that the assessment process runs smoothly, and that the EPP meets its own, as well as the institutional timelines for report submission to the larger community, including OAA, OIRA, CUNY, and TEPAC (see *Table 5.1d*). They also guide discussions on revisions, and develop, monitor, and report on assessment action plans, to complete the full cycle of assessment and quality assurance.

## **2. Measures of Completer Achievements**

The EPP relies on several internal and external assessments to measure completer achievements. Its Assessment System utilizes performance outcomes on the external **State licensure examinations**, as well as the *Graduate/Alumni Surveys*, *Employer Surveys*, and *NYC Annual Teacher Evaluations*, as key assessments. These assessments are tracked based on the Assessment Timelines established for data collection, analysis and reporting. EPP program completers are required to take and pass between three to four assessments to meet the criteria for initial state licensure. Completers in the CE – Grades 1-6 program require three examinations, while completers in the ECSE – Birth to Grade 2, and CSE – Grades 1-6 require four examinations to be licensed.

### *2.1. State Licensure Examinations*

The EPP has strategically sequenced a prescribed timeline (see **CAEP Standard 1: Table 1.1a; Table 1.1b; and Table 1.1c**) for candidates to take these examinations with the ambitious goal of graduating licensed teachers from its programs. The prescribed timelines for taking the licensure tests allows the EPP to assess its candidates' progress towards completion and certification. The State mandates that licensure examinations cannot be used to halt degree progression, therefore candidate test taking is not mandatory and leads to low test taking rates. However, the EPP uses the results of these tests for diagnostic purposes of both candidate and completer competencies, as well as to measure program effectiveness.

The state tests are used as externally validated measures in the EPP's Assessment Plan, and each test is a target measure at key transition points on the Plan. For example, the EAS was used at Transition Point 1 – Entry to BA Program; CST – MultiSubject was used at the beginning of Transition Point 2 for all candidates, while CST-Students with Disabilities test was a measure only for CSE and ECSE at the end of Transition Point 2. The edTPA is used in Transition Point 3 – Clinical Practice Exit for all completers (see Assessment Plan graphic model: *Table 5.1b*). Data on candidate/completer performances by

program on the State licensure examinations are in Tables can be referenced in **CAEP Standard 1** (see [Tables 1.11-1.11ii](#); [Table 1.4ai-1.4aiii](#); and [Tables 5.1e – 5.1eiii](#) in this standard.

### *2.2. Graduate/Alumni Surveys*

At the time of exiting the programs, the EPP administers a survey of 17 elements requiring program completers' responses on their abilities. This instrument has two iterations: first, it is administered after candidates complete their one year of clinical practice, and again after at least nine months of professional teaching, and is referenced in **CAEP Standard 4: [Table 4.4a](#)**. Another survey that captures their self-rating of 14 competencies in relation to their program preparation is administered after one year and up to two years of professional teaching. Reference is made to the survey instrument in **CAEP Standard 4: [Table 4.1c](#)**.-Part 1 provides demographical data. These instruments guide the EPP in identifying preparation quality - program satisfaction and effectiveness.

### *2.3. Employer Surveys*

Similarly, the EPP administers adapted versions of the two survey instruments used for alumni to their employers. The 17-elements measure and the 14-dimension instruments are used by employers to rate completers' performances in each area, as well as their satisfaction with program completers as beginning teachers (see **CAEP Standard 4: [Table 4.3a: Part 2 B](#)**). By administering the same instruments to alumni and employers, EPP can decipher whether its program completers are efficiently prepared for their careers, and if employers are satisfied with the breadth and depth of the EPP's program preparation as demonstrated by its completers' performances in the workplace.

### *2.4. NYC Annual Teacher Evaluations*

A citywide validated measure of completers' achievements is the New York City Annual Teacher Evaluation, based on the Danielson Framework for effective teaching. This assessment was added to the EPP's assessment plan in 2015 when it was fully implemented in NYC. The descriptions and uses of these assessments are detailed in **CAEP Standard 4**. These reports are important for the EPP in assessing the effectiveness of its program preparation and teachers in impacting student learning outcomes. The EPP collects data on the two instruments used for the NYC Annual Teacher Evaluation: Measure of Teacher Performance (MOTP) and the measure of Student Learning (MOSL) by requesting and encouraging completers to self-submit. The data gathered to date by the EPP are solely by alumni self-submission. Due to the confidential nature and the ethical responsibility of sharing this information, the EPP, its school partners, and alumni are working on a more reliable method for collecting this data on an annual basis. The EPP is committed to securing completers' personnel data and maintaining ethical

principles, such as candidate identifying characteristics, in using and reporting shared data. Evidence of the use of these data in the EPP's assessment of completer achievement is referenced in **CAEP Standard 4: *Table 4.2bi.* and *Table 4.2bii.***

Other program specific measures used by the EPP in its assessment of completer achievement include graduate school completion, employment promotion, and tenure, evidence of which are collected through demographical data pages on surveys, and are recorded and stored in the EPP's electronic databases.

### ***3. EPP Operational Effectiveness***

#### *3.1. EPP Budget*

Data from the College's Budget Office indicate that the EPP receives financial resources to support its general operations, including adjunct faculty compensation, faculty travel to professional conferences, and equipment and supplies. During this current year (2017), the EPP has been afforded an opportunity to submit a more detailed budget that outlines its expenditures and proposed expenses for additional faculty and resources for its new School and accompanying Centers. Included in the budget proposal were requests for continued travel support for faculty attendance and presentations at professional conferences. During the 2015-2017 budget periods, each faculty was supported by the Office of Academic Affairs to the amount of \$1,500 toward conferences or professional development activities. In addition, faculty and candidates received up to \$10,000 through grant funded projects for conference attendance and presentations, including CAEPon conferences. **This additional support responded to the last NCATE Board of Examiners report's only Area for Improvement (AFI) during the last accreditation visit (2013).**

#### *3.2. EPP Resources and Facilities*

The School of Education (formerly Education Department) has been successful in attracting external funding from local, state and federal sources to support its operations. The profile of the MEC teacher candidate is one that requires additional support to persist through rigorous teacher preparation programs. Most candidates are heads of households, single parents, first generation college students, independent students, or from low socioeconomic status who need to have a source of reliable income to sustain them during their studies. This trend prompted faculty in the School to continue to seek out external funding support for candidates rather than compromise the intensity and quality of the programs. In 2015, the EPP received a five-year \$1.25M award from the US Department of Education, Office of Special Education Programs. Prior to that the EPP received over \$2M in OSEP grants. In 2016, the EPP received a \$1.65M NYSED My Brother's Keeper Teacher Opportunity Corps II program grant. The EPP was able to include

general education candidates into this support stream, with the intention of increasing the enrollment of Grades 1-6 general education teachers (CE) for the mathematics and science concentrations (*see Table 5.1f*).

The EPP's faculty members are housed in a suite of offices where each full-time faculty member has a private office so that mentoring and advisement activities can be efficiently carried out. Faculty have full access to and use smart classrooms, computer laboratories, library, and other campus facilities that were recently upgraded in 2016. A challenge for the College as a whole is physical space. During the last four years, the institution has experienced a growth in enrollment from 5,000 to approximately 7,000. The College has outgrown its current facilities, and is currently negotiating with the University (CUNY) for facilities for the new School of Education. In the interim, the College is exploring other options, such as sub-leasing to accommodate its expansion.

### *3.3. Governance and Personnel*

With the establishment of the new School that now houses two academic departments, and manages the Center for Cognitive Development and the College's Ella Baker/Charles Romain Child Development Center, the EPP experienced a drain in full-time experienced faculty (*see Fig. 5.1a*). Between 2015 and 2017, two senior faculty members have retired, one tenured faculty was promoted to the executive administrative role as Founding Dean of the School of Education, leaving the EPP with a skeleton of seasoned staff and increased dependence on adjunct faculty. With the submission for and approval of the new School in 2017, the EPP made a strong case for additional full-time hires to support its operations. Two faculty from the department of English (1 tenured Full Professor, and one Lecturer) requested and was transferred to the School of Education, and are now part of the cadre of fulltime faculty. Three additional searches are in progress. With more full-time faculty, the EPP is in a better position to increase the number of course offerings/sections to include day, evening, and weekend sections for more courses, and to continue to provide the instructional and mentoring supervision and support for candidates.

### *3.4. Faculty Evaluations*

Data from 2015 - 2017 of peer evaluations of faculty indicate that the majority of EPP faculty achieve a mean score of 4.0 (on a scale from 1-5). These data, which include assessing faculty on the clarity and appropriateness of course objectives, their presentation of subject matter, their ability to communicate clearly and motivate students, their use of instructional media, materials, and relevant assignments, their evaluation techniques, and their overall effectiveness, inform the EPP that faculty are performing their teaching responsibilities at a high level, and that their courses continue to offer candidates appropriate and

engaging opportunities to learn. Due to the sensitive nature of these personnel data, onsite review of this evidence is recommended for the BOE. Data from 2015-2017 of student evaluations of faculty indicate that EPP faculty were evaluated by candidates on the same set of measures that peers evaluate faculty (the clarity and appropriateness of course objectives, their presentation of subject matter, their ability to communicate clearly and motivate students, their use of instructional media, materials, and relevant assignments) and scored on a scale of 1-100. The majority (90%) of EPP faculty scored 90 and above. These data confirm peer evaluation data, and assure the EPP that its cadre of faculty is providing candidates with exemplary teaching and learning experiences. [Onsite verification is available in Personnel Files].

### *3.5. Employer Surveys on Program Quality and Effectiveness*

Employer Surveys (N=18) rate graduates' performances in the workplace as evidence of the program quality and EPP effectiveness in producing life-long learners and professionals in the field. Ratings on sixteen dimensions inform the EPP about graduates' strengths and areas for improvement in their professional careers. Employers also rated MEC graduate performances with other beginning teachers at their schools. Employer Survey Data Tables 2015-2017 are included in this Self Study in **CAEP Standard 4: Table 4.2d**. The data indicate that the majority of our graduates demonstrate strengths in all areas of the assessment, earning ratings between 1 and 2 (1 = very effective; 2 = effective) from their employers: 75% in 2017; 88% in 2016; and 100% in 2015. The EPP has since established an Annual Alumni Gathering for the sole purpose of designing professional development opportunities and ongoing mentoring for its graduates. As a result of feedback from both employers and graduates, the EPP applied for and received State approval to operate as a professional development site from 2017. One area of interest to employers is the EPP's strength in practicing and promoting culturally responsive pedagogy. The EPP held two of these professional development sessions for partner school personnel and candidates from 2015-2017, one of which was facilitated by the renowned Geneva Gay.

*Table 5.1:* provides a *Summary Table of the EPP's Self Study Assessment of its Operations and Program Quality* and the responses to these findings. These assessments are the major sources for data collection and analyses each year that demonstrate the seamless integration of assessments in program quality and overall EPP operations that inform the School and its stakeholders.

## **5.2 Quality Assurance Measures**

The School of Education's comprehensive Assessment System was first developed in 2004 and serves to (1) support the goals of the EPP's conceptual framework; (2) assess applicant qualifications, candidates'

and graduates' performance in relation to the requisite knowledge, skills, and dispositions delineated by EPP and Professional Association and INTASC standards, and (3) improve the function of the EPP and its programs. Since then, there have been several updates to the original system, based on annual reviews by the EPP's collaborative entities: TEPAC, Liberal Arts & Sciences, school and community partners, EPP faculty, staff, candidates and alumni. The collaborative engagement of multiple agencies in developing, reviewing, piloting, and evaluating assessment goals and instruments, as well as a systematic data collection, analysis and reporting system with established timelines, the purchase of a sophisticated technological platform for continuous assessment, and an oversight Assessment Committee that guides and ensures that the overall quality assurance system is relevant, verifiable, representative, cumulative and actionable, and is a deeply rooted practice of the EPP, provide evidence that the EPP's quality assurance system is sound, and that its findings are valid and consistent with the data. A summary of the reviews and changes that were specific to the Assessment Plan are provided in [Table 5.2b](#).

### ***Assessment Instruments***

The goals and related objectives of the conceptual framework grow out of eight EPP 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 must have upon completion of their programs of study. The EPP aligned its Standards with the standards of the respective Specialty Professional Associations (NAEYC, CEC, ACEI) which represent the EPP's current programs (ECSE, CSE and CE, respectively) ensuring that candidates meet all of these standards. This alignment further ensures that candidates meet nationally recognized standards (represented by INTASC Standards), which guide them as they enter their first year of teaching.

Candidates develop the competencies described in this body of standards (EPP, SPA, and INTASC) as they engage in coursework, early field and clinical practice experiences. **Rubrics** (as evidenced in [general Appendix F: Rubrics](#)) for Learning Experiences and/or Key Assessments in each of the EPP's courses are aligned across these standards. Multiple assessments, from internal and external sources, completed by candidates, faculty, and school partners, serve to provide the EPP with information regarding candidates' performance in relation to the goals of the conceptual framework. The EPP assesses graduates' performance in relation to the goals of the conceptual framework, using measures such as the **Employer Surveys** and the **Graduate /Alumni Surveys** that draw on the competencies delineated in the Standards as well.

All assessment instruments were developed using current research, EPP and professional standards in collaboration with partners. Once developed, the Assessment Committee leads calibration sessions using samples of candidate work to ensure understanding and comparability of measures. Calibration is done at two levels: 1) EPP faculty, and 2) TEPAC (all partners). Following calibration, instruments are piloted for one year, soliciting feedback from users. During reviews of data collected from pilot use of instruments, and feedback received, revisions, if any are made, with subsequent full implementation of instruments. Not set in stone, the EPP and its partners continue to review these instruments on a regular basis during its scheduled periodic reviews based on its Assessment Timelines (*see Table 5.1d*). These reviews examine verifiability among samples of data, and ensure that grading and responses are representatively aligned to goals of the instruments. Moreover, the EPP uses interrater reliability on assessments that are graded by more than one persons to check for internal consistency. The periodic reviews also take into consideration revisions or changes in EPP, SPA, national, local or Accreditation Standards. This EPP maintains that its Assessment processes in its School of Education are the shared responsibility of all partners.

Moreover, based on the feedback during the last accreditation visit, the EPP's assessment system was validated as there were no AFIs and the Standard was fully met. NCATE noted that: *“Currently faculty members are collecting, recording and reporting data. This data is then entered into Excel spreadsheets, organized, summarized, and shared with faculty using the SharePoint system. Efforts are underway to improve the unit's assessment procedures in order to regularly and systematically compile, aggregate, summarize and analyze data collected from all stakeholders. The unit has added a faculty position to take on the responsibility for developing and implementing these procedures”* (NCATE BOE Report, 2013, p10). Since then, the EPP established an Assessment Committee of three faculty members, instead of one faculty member, and has explored several technological platforms for its ongoing assessment, finally deciding on and purchasing the Chalk and Wire platform. This system is still being developed and will be in full implementation by Fall 2018. These measures indicate that the EPP has gone beyond expectations in ensuring that its quality assurance system is current, and *relies on relevant, verifiable, representative, cumulative, and actionable measures, thereby producing empirical evidence that data are valid and consistent.*

### **5.3. Continuous Improvement**

The EPP uses its eight performance standards closely aligned to the specialty professional organization standards (NAEYC, CEC, ACEI), as well as the Interstate standards for teacher preparation (INTASC to measure candidate performance in meeting the goals of its teacher preparation programs. Curriculum

Mapping allows for relevant course level assessments of Standards. Data from these course level assessments are collected and reviewed each semester. Individual faculty data and reflections identify strengths and challenges on each learning experience in each course, each semester, and data are used systematically to guide areas for revision and refocus. [[Appendix 5.3A: Sample of Template used for course-level data collection](#)]. The EPP's Assessment Committee reviews these data and recommendations and presents them for full faculty discussion and revisions, if and when needed. Performance data follow a cycle each year to coincide with other institutional assessment reporting timelines as established by the Institutional Effectiveness and Assessment Committee ([Table 5.1d](#))

### *1. Transcript Reviews – Developmental Education*

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

### *2. Analysis of Key Assessments: 2015 -2017*

Moreover, the EPP conducts annual evaluations of performances on the Key Assessments in its Assessment Plan to determine the effectiveness of its teacher preparation programs in meeting the desired goals. The data also aid in budgetary considerations and ongoing strategic planning activities, including program revisions and enhancements. Reference is made to [Tables 5.1ci – 5.1ciii](#), which show that the

majority of candidates met most internal and external performance measures at the highest levels: competent to exemplary. The areas of concern are in the licensure test taking rates ([See Action Plan](#)).

### *3. EPP's Improvements to Program*

Using the annual data on the Assessment Plan, the institutional snapshots of admissions, retention, and graduation rates, and the course-related assessments, the EPP made several changes to improve program elements and processes. Details of changes made are included in [Table 5.3b](#). **In addition, the recent non-recognized decision received from the SPA BOE Report for the ECSE program indicated the need for a more in-depth review of assessments to reflect more performance-based measures rather than product-based measures. While the NAEYC Standards were Met (1 Met with Conditions) and the CEC Standards were mostly Met with Conditions (1 Met), the decision of Not Nationally Recognized was given based on the EPP's failure to meet submission deadlines, having exhausted its time to submit a Revised Report. The EPP and its partners continue to make extensive revisions to the ECSE program, its learning experiences, and assessment instruments, and will be guided by feedback from our accreditation officers to meet the NAEYC and CEC standards.**

## **5.4. Measures of Completer Impact**

As discussed in **CAEP Standard 4: Program Impact**, the EPP uses multiple instruments administered at several points. NYC Teacher Annual Evaluations, graduate/alumni survey instruments and employer surveys as well as the NYC annual evaluation of practicing completers are used to identify completer impact in P-6 settings. Specific elements of these instruments inform the EPP about its completer impact and are administered, analyzed and shared annually. This information is shared with school partners and the college community during the TEPAC meetings, and is used to improve programs and partnerships between the EPP and P-6 stakeholders.

### *1. NYC Teacher Annual Evaluations*

The New York City Annual Teacher Evaluation is a relatively new addition to the EPP's Assessment Plan. Measure of teacher practice (MOTP) and measure of student learning (MOSL) serves the purpose to highlight teachers practice in the classroom, as well as indicating improvements in teachers' pedagogy. Though difficult to retrieve due to the confidentiality issues, the EPP was able to access overall ratings on candidate performances of these assessments. Reference is made to **CAEP Standard 4: [Table 4.2bi](#)** and [Table 4.2bii](#). These overall ratings were used by the EPP as a comparison with ratings on surveys from employers. Decisions emanating from these review by the EPP and its partners indicated a need for a more strategic plan for accessing the data for more expansive use. This plan requires signed permissions

from completers for schools to share their performance data. **These discussions are ongoing to arrive at a consensus and an established plan by the end of 2018.** A recent survey of NY City program completers' performances in the classroom show that 4% of teachers were ineffective, 9% were developing, 79% were effective and 9% were highly effective (The Education Trust, NY, 2018). Compared to the sample of EPPs completer data, 43% were rated as being highly effective, 52% were rated as effective and only 1 teacher (5%) was rated as developing. It is important to note that none of our teachers were rated as ineffective. Employer ratings of our 2015-2017 employed MEC graduate/alumni show that our beginning teachers possess the requisite knowledge, demonstrate high quality skills, and display positive attributes in the working environment.

## *2. Graduate/Alumni Surveys*

The EPP administers three separate surveys at separate points after completers' exit the program. Reference is made to **CAEP Standard 4:** *Table 4.4a* is administered between nine months to one year of teaching experience. *Table 4.4b*, administered after one year of professional teaching, show alumni responses about the quality of their preparation, while *Table 4.4c* is administered two to three years into the teaching career and professional development (graduate study), and provides responses related to their satisfaction with their preparation in meeting the demands of their teaching experiences as well as their graduate studies. **Data from alumni surveys for 2015-2017 indicate that the EPP's completers are effective or highly effective as classroom teachers, and that they possess the knowledge, skills and dispositions to meet the needs of learners, with their greatest strength in working with students with disabilities.** During annual reviews, these data are compared to data from previous cohorts to determine the EPP's progress in meeting its goals in teacher preparation, and also compared to ratings on the NYC Annual Teacher Evaluations.

## *3. School Report Cards*

The EPP also looked at the School Report Cards for the grade levels and the years that program completers worked in those settings. The majority of schools showed increase in student performance on both ELA and Mathematics, particularly among the special education group (see **CAEP Standard 4:** *Tables 4.1bi* and *4.1bii*). While direct correlations cannot be made based on this comparison, it is fair to assume that our practicing teachers had an impact on the outcomes. **The EPP is working with partner schools and alumni to devise an agreed upon plan to gather classroom data on direct completer impact on student learning. At the moment, this information requires the consent of alumni and schools in sharing these data.**

#### 4. Employer Surveys

Reports on completers' performances in the workplace were also provided by Employers through the EPP's Employer Surveys, as well as self-disclosed submission of teachers' Annual Evaluations. Employers (N=18) responded to the same questions as in the Alumni Survey on the competencies of program completers (See **CAEP Standard 4: Table 4.2d**). In some instances, there were more than one MEC graduates employed in the same school/setting. The data below show that over 80% of MEC graduates are very effective or effective across 15 of the 17 ability measures. The challenging areas for them are their ability to cater fully to English language learners and gifted students, similar to the concerns identified by the graduates.

The recognition in 2015 that the EPP should disseminate information more widely through cutting-edge research and publications led to the establishment in 2017 of a Center for Cognitive Development. A primary goal of the Center is for the EPP to lead the narrative on P-6 student learning and development in Central Brooklyn. The Center's goals are deeply rooted to the four stakeholder strands of the conceptual framework of the School of Education: principals, parents, teachers and students, and operates as an umbrella for collaborative research among EPP and partners, customization and coordination of services and resources, and sharing of the knowledge and experiences of culturally responsive education. A primary purpose of the Center is to systematically and intentionally conduct research and use data to design interventions and match resources to achieve learner goals and outcomes. **Publication of results from the Center for Cognitive Development, as the dissemination arm of the EPP, is one of the new and innovative initiatives geared at continuous evaluation of our teacher preparation programs, and improving the impact of program completers on student learning.**

#### 5.5: Stakeholder/Partner Involvement in EPP

An enduring force in the EPP's program success is its collaborative systems approach in all aspects of its operations. Our partner schools, college, and community partners through our Teacher Education Preparation Advisory Council (TEPAC) are actively engaged in the program evaluation and improvement process. TEPAC currently has an active membership of 30 persons (*see TEPAC Membership: Table 5.5a*), representative of education faculty, faculty from the Liberal Arts and Sciences, school partners, community leaders, alumni and candidates. The Council meets twice each semester to discuss a number of agenda items, including program evaluation. **Appendix 5.5A: TEPAC Meeting Agendas and Minutes** are provided as evidence of this ongoing partnership. It is out of these discussions that the EPP seeks out opportunities to make a greater impact in the education of children in our community schools. The need for financial support and resources for candidates led to several federal- and state-funded grants. These

projects engage partners as Advisory Board members who collaborate in all aspects of project management. Lists of board members on these projects in *Table 5.5b* as evidence of this ongoing stakeholder collaboration are reserved for on-site review.

### **Summary**

The evidence provided for Standard 5 shows that the EPP has a well-organized quality assurance system that utilizes multiple measures, involves multiple stakeholders, and systematically uses multiple means to prepare, monitor, and continuously evaluate its programs. As the School of Education and its accompanying Center for Cognitive Development become more entrenched in their work, there will be ongoing stakeholder input. An **Action Plan (Appendix 5.5B)** charts the EPP's continuous improvement agenda.

## EPP ACTIONS AND PLAN FOR STANDARD #5

**1. The EPP revised its admission to the BA program criteria in 2015 to reflect a change from 2.7 overall GPA to 3.0 and above, in line with the CAEP requirements.** However, the EPP has been flexible in evaluating each applicant's admission package to determine whether some candidates with just below required GPA showed promise and can successfully complete the requirements of the program, including meeting certification requirements with support (mentoring, tutoring, etc.). For example, candidates who passed one of the State examinations before entering the program, and who showed improvement in critical content area coursework such as English and Mathematics, will be supported with tutoring and mentorship, and accepted *on condition* that they continue to show improvement in succeeding years.

### **2. Revision of BA Interview Criteria**

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

### **3. Increase NYSTCE test preparation workshop offerings**

In addition to identifying specific courses that are content rich for each examination and adding co-requisite test preparation workshops to these courses on each program sequence, **the EPP also provides summer and winter intercessions test prep workshops.** The EPP now conducts workshops for each test four times a year. Results from the EAS (2015-2017) show special education candidates are perceptive about the learning abilities of their students with disabilities, and are comfortable in going beyond their safety zones to create more opportunities that will teach students with disabilities to use self-assessment, problem-solving and cognitive strategies to improve their learning. However, the EPP took note of those candidates whose performances were limited or lacking in this area in 2015, and made adjustments to the instructions that were relevant in

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

#### **4. Revision of the Test Prep and NYSTCE Test Taking Sequence: MultiSubject**

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

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

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

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

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

With the implementation of edTPA in 2014, and changes to CEC standards in 2015, the EPP held several working Retreats to address these changes and revise its curriculum to meet the new requirements. Curriculum Mapping was central to this exercise to identify areas for enhancement and new areas to be considered in deepening learning experiences. These exercises engaged faculty, candidates and partners in revision of learning experiences, assessment tools, and enhancement of data collection procedures. Close analysis of candidates' performance during Clinical Practice show that candidate performances on their first lessons tend to be the weakest performances, but as they gain more

opportunities to teach and gather feedback and reflect, they show marked improvements in the subsequent lessons. The data also informs the EPP that with additional practice, mentoring and reflection, candidates do grow and improve (**CAEP Standard 1.1: Application of Knowledge of Learners and Learning in Instructional Situations**).

## 7. Data Collection and Storage

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

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

<p><b>CAEP 5 5.3.1</b></p>	<p>Mean GPAs in Entry Level English, Math and Science courses in some programs are below the EPP's criteria</p> <p>Mean GPA in Concentration courses in English Math and Science for some candidates is below the EPP's criteria</p>	<p><b>Improve candidate mastery of academic content areas</b></p> <p>Open enrollment at MEC attracts high percentages of students who need developmental education in English and Mathematics. Earlier intervention and support will improve overall academic performance</p>	<p>Funding for: 1. Diagnostic Instruments 2. Tutors for Academic Writing, Mathematics, and Science</p>	<p>Performance on diagnostic tests</p> <p>Tutoring Logs</p> <p>Semester by Semester course performance measures</p> <p>Progress monitoring</p> <p>Outcomes</p>	<p>Plan piloted in Fall 2016. Results show improvements among students who participated in tutoring and writing workshops. Implemented in Spring 2017 and ongoing.</p> <p>Participation rates are low in comparison to need.</p> <p><b>EPP and partners are working toward a plan to increase participation rates in tutoring and workshops sessions.</b></p> <p><b>Discussion held in Spring and summer 2018. Agenda item for completion of a Comprehensive Plan in Fall 2018.</b></p>
<p><b>CAEP 5 Element: 5.3.2</b></p> <p>Ref. Tables <b>Standard 1:</b> 1.1ni- 1.1niiii</p>	<p>60% of candidates were struggling with the Mathematics section and 30% had difficulty in the ELA section of the NYSTCE Multi-subject Exam'</p>	<p><b>Restructure the Test Taking Prescribed Sequence on the Assessment Plan and Workshop Course Sequence from Transition Point 2 to Transition Point 3</b></p> <p>Candidates needed more time and more intensive</p>	<p>Funding for: Tutors Online Practice Modules</p>	<p>RtI assessments on content mastery</p> <p># and frequency of tutoring</p> <p># taking and passing examination</p> <p>Duration of tutoring</p>	<p>Decision made in Spring 2017.</p> <p>Piloted in Summer 2017:</p> <p>Pass rate on 1<sup>st</sup> trial:</p> <p>Performance levels in each dimension:</p>

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

<p><b>CAEP 5 5.4.3</b></p> <p>Reference Tables <b>Standard 4:</b> Tables 4.1bi and 4.1bii</p>	<p>Lack of sufficient classroom data for completers on their impact on student learning in their schools to make direct comparisons with State assessments of student learning</p>	<p>Develop a strategic plan for accessing the data for more expansive use by the EPP while ensuring completer anonymity</p>	<p>Candidate/ Completer/ School Personnel Agreements</p> <p>Formal Agreements to be developed</p>	<p>School Report Cards</p> <p>Value Added Research- Center for Cognitive Development</p>	<p>Preliminary informal discussions held with partners and completers.</p> <p><b>Agenda item for TEPAC Meeting in Fall 2018</b></p> <p><b>Draft Agreements to be done by end of Fall 2018 for review and feedback from stakeholders</b></p> <p><b>Proposed Implementation of Plan Spring 2019</b></p>
---	--	---	---	--	---

## **STANDARD 5: PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT**

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

### **LIST OF TABLES, FIGURES AND CHARTS**

#### **5.1: Quality Assurance System**

Table 5.1a: Snapshot: Graduate Headcount by School and Major 2013-2018)

Table 5.1b: MEC EPP Assessment System

Table 5.1ci: Summary Data on Key Assessments: 2017

Table 5.1cii: Summary Data on Key Program Assessments: 2016

Table 5.1ciii: Summary Data on Key Program Assessments: 2015

Table 5.1d: Annual Assessment Timeline Calendars

Table 5.1e: Disaggregated SwD Performances by Programs

Table 5.1ei: Disaggregated MultiSubject Performances by Program: ECSE

Table 5.1eii: Disaggregated MultiSubject Performances by Program: CSE

Table 5.1eiii: Disaggregated MultiSubject Performances by Program: CE

Table 5.1f: Grant Projects: 2015-2017

*Figure 5.1a: EPP Organizational Chart*

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

Table 5.1h: Portfolio Assessment Data: CSE

#### **Reference Tables:**

##### **CAEP Standard 1:**

*Table 1.1ki: Candidate Performances on Early Field Experiences*

*Table 1.1m: 2015-2017 Candidate Performance in Content Areas—GPAs by Program*

*Table 1.1a: BA Early Childhood Special Education Course Sequence*

*Table 1.1b: BA Childhood Special Education Course Sequence*

*Table 1.1c: BA Childhood Education Course Sequence*

*Table 1.1i: Disaggregated EAS Performances by Program: ECSE*

*Table 1.1ii: Disaggregated EAS Performances by Program: CSE*

*Table 1.1iii: Disaggregated EAS Performances by Program: CE*

*Table 1.4ai: Disaggregated edTPA Performances by Programs: ECSE*

*Table 1.4aii: Disaggregated edTPA Performances by Programs: CSE*

*Table 1.4aiii: Disaggregated edTPA Performances by Programs: CE*

##### **CAEP Standard 4:**

*Table 4.4a: Summary of Graduate/Alumni Responses on their Job-Related Abilities.*

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

*Table 4.3a: Part 2 B: Employer Survey Only – Teacher Satisfaction Rating Scale*

*Table 4.2 - Indicators of Teaching Effectiveness*

*Table 4.2bi. Overall Teacher Effectiveness: State Measures*

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

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

## **5.2: Quality Assessment Measures**

Table 5.2a: Assessment Plan Reviews and Revisions

## **5.3: Continuous Improvement**

Table 5.3a: Progress of Program Completers with Developmental Education Needs

Table 5.3b: Summary of EPP Improvements

## **5.4: Measures of Completer Impact**

*Reference Tables:*

### **CAEP Standard 4:**

*Table 4.2bi: Overall Teacher Effectiveness: State Measures*

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

*Table 4.4a: Summary of Alumni Responses on Job-Related Abilities*

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

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

*Tables 4.1bi and 4.1bii: Value-Added Assessment of Completers' Impact in Schools: ELA and Mathematics)*

## **5.5: Partnerships and Shared Responsibility in EPP Quality Assurance**

Table 5.5a: TEPAC Membership

Table 5.5b: Grant-funded Advisory Boards

## **Appendices**

Appendix 5.1A: EPP's Need to Know Policies

Appendix 5.1B: BA Application

Appendix 5.1C: Assessment Handbook

Appendix 5.1D: CSE Portfolio Guidelines

Appendix 5.3A: Sample of Template for Course-level Data Collection

Appendix 5.5A: TEPAC Meeting Agendas and Minutes

Appendix 5.5B: Action Plan

TABLE 10. GRADUATE HEADCOUNT BY SCHOOL AND MAJOR

	Code	AY '13 - 14	AY '14 - 15	AY '15 - 16	AY '16 - 17	AY '17 - 18	% Change
<b>SCHOOL OF BUSINESS</b>							
ACCOUNTING, BS	5	36	37	22	41	39	-4.9%
APPLIED MANAGEMENT, BPS	17	90	52	45	22	20	-9.1%
BUSINESS, BS	15	70	81	57	73	65	-11.0%
COMPUTER INFO SYSTEMS, BS	16	10	8	6	13	15	15.4%
FINANCIAL ECONOMICS, BS	21					8	
PUBLIC ADMINISTRATION, BS	55	17	11	6	22	13	-40.9%
<b>TOTAL SCHOOL BACCALAUREATE</b>		<b>223</b>	<b>189</b>	<b>136</b>	<b>171</b>	<b>160</b>	-6.4%
BUSINESS, AS	38	69	78	72	96	93	-3.1%
COMPUTER APPLICATIONS., AAS	41	2	2	3	4	10	150.0%
PUBLIC ADMINISTRATION., AS	56	9	11	8	14	16	14.3%
<b>TOTAL SCHOOL ASSOCIATE</b>		<b>80</b>	<b>91</b>	<b>83</b>	<b>114</b>	<b>119</b>	4.4%
<b>SCHOOL OF EDUCATION</b>							
CHILDHOOD EDUCATION, BA	74	3	0	0	1	2	100.0%
CHILDHOOD SPECIAL EDUCATION, BA	72	10	6	19	6	18	200.0%
EARLY CHILDHOOD SPECIAL EDU, BA	71	5	5	8	5	18	260.0%
<b>TOTAL SCHOOL BACCALAUREATE</b>		<b>18</b>	<b>11</b>	<b>27</b>	<b>12</b>	<b>38</b>	216.7%
EDUCATION, AA	76	44	38	40	37	63	70.3%
<b>SCHOOL OF LIBERAL ARTS</b>							
ENGLISH, BA	79	16	11	11	15	12	-20.0%
LIBERAL STUDIES, BA	30	44	28	23	26	42	61.5%
PSYCHOLOGY, BA	57	76	68	92	85	88	3.5%
SOCIAL WORK, BS	32	22	21	44	51	67	31.4%
<b>TOTAL SCHOOL BACCALAUREATE</b>		<b>158</b>	<b>128</b>	<b>170</b>	<b>177</b>	<b>209</b>	18.1%
LIBERAL ARTS, AA	37	87	84	109	133	156	17.3%
<b>SCHOOL OF SCIENCE, HEALTH &amp; TECHNOLOGY</b>							
BIOLOGY, BS	10	48	84	101	136	151	11.0%
COMPUTER SCIENCE, BS	51	10	6	3	5	9	80.0%
ENVIRONMENTAL SCIENCE., BS	20	1	3	3	8	2	-75.0%
MATHEMATICS, BS	80	9	3	9	11	4	-63.6%
NURSING, BSN	45	87	47	45	39	28	-28.2%
<b>TOTAL SCHOOL BACCALAUREATE</b>		<b>155</b>	<b>143</b>	<b>161</b>	<b>199</b>	<b>194</b>	-2.5%
COMPUTER SCIENCE, AS	50	5	1	2	5	6	20.0%
NURSING, (RN), AAS	47	64	65	56	69	24	-65.2%
SCIENCE, AS	11	156	114	145	211	220	4.3%
<b>TOTAL SCHOOL ASSOCIATE</b>		<b>225</b>	<b>180</b>	<b>203</b>	<b>285</b>	<b>250</b>	-12.3%
<b>CERTIFICATES</b>							
NURSING, (LPN), CRT	048	22	25	17	19	12	-36.8%
<b>TOTAL ASSOCIATE</b>		<b>436</b>	<b>393</b>	<b>435</b>	<b>569</b>	<b>588</b>	3.3%
<b>TOTAL BACCALAUREATE</b>		<b>554</b>	<b>471</b>	<b>494</b>	<b>559</b>	<b>601</b>	7.5%
<b>TOTAL CERTIFICATES</b>		<b>22</b>	<b>25</b>	<b>17</b>	<b>19</b>	<b>12</b>	-36.8%
<b>COLLEGE TOTAL</b>		<b>1012</b>	<b>889</b>	<b>946</b>	<b>1147</b>	<b>1201</b>	4.7%

Source: Snapshots

## STANDARD 5 TABLES

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

### 5.1: Quality Assurance System

Table 5.1a: Snapshot: Graduate Headcount by School and Major 2013-2018

Table 5.1b: MEC EPP Assessment System (Updated 2014/2015)

Assessment Domains and Related Goals of the Conceptual Framework	Transition Points							EPP Operations
	1 Entrance to BA Program	Mentorship	2 Entry to Clinical Practice I & II	Mentorship	3 Exit from Clinical Practice	Mentorship	4 Graduate	
	Applicant Qualifications							
Assessment Measures Candidate and Graduate Performance							Data Sources	
I. EXTERNAL Knowledge; Effective Communication Analytical Ability; Professionalism	NYSTCE Education for All NYSTCE-CST- MS		NYSTCE CST (Sw/D)		EdTPA		Employer Surveys Employer Annual Teacher Evaluations	Employer Surveys NYC Annual Teacher Evaluations (Danielson)
II. PORTFOLIO Knowledge; Effective Communication; Personal and Global Consciousness; Analytical Ability; Creativity, Collaboration, Professionalism, Commitment and Care INTASC/SPAs	Initial Portfolios		Developing Portfolio		Professional Portfolios		Graduate Survey	Field/ Clinical Site Evaluations Graduate/Alumni Surveys Candidate Questionnaire Peer/ Candidate Evaluations of Faculty
III. EARLY FIELD AND CLINICAL Knowledge; Effective Communication; Creativity; Professionalism; and Collaboration	Assessment 504: Webquest		Assessments 505: Reading Assessment and Instructional Plan for Struggling Reader Assessment 506: Guided Reading Lesson Implementation Video and Reflection		Clinical Practice Experience Assessment Clinical Practice Value-Added Assessments		Alumni Survey	Graduating Senior Questionnaire Faculty Annual Course Assessments & Reflection

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

**Table 5.1ci: Summary Data on Key Assessments: 2017**

Data Use	Programs	N	Assessment	% Exemplary A – to A+	% Competent B- to B+	% Emerging C to C+	% Unsatisfactory D-F
Program	ALL	30	BA Entry Requirements	17%	50%	17%	16%
Program	ALL	67	Pre-Professional Portfolios	43%	52%	5%	0%
Inst/Prog	ALL	24	NYSTCE EAS	12% (531>)	21% (521-530)	63% (500-520)	4% (<500 Fail)
Program	ALL	98	Assessment 152	45%	40%	10%	5%
Program	ECSE	25	Assessment 252	48%	52%	0%	0%
Program	ECSE	24	Assessment 253	33%	54%	13%	0%
Program	ALL	79	Assessment 504	56%	23%	15%	6%

Program	ALL	18	Assessment 505	78%	11%	0%	11%
Program	ALL	19	Assessment 506	38%	62%	0%	0%
Inst/Prog	ALL	17	NYSTCE CST-MS	53% [3 Parts)	6% (2 parts)	35% (1 part)	6% (Fail)
Program	CSE/ECS E	26	Assessment 310	38%	54%	8%	0%
Program	ALL	19	Assessment 312	100%	0%	0%	0%
Program	ALL	18	Assessment 315	50%	28%	11%	11%
Program	ALL	16	Assessment 381	0%	81%	19%	0%
Program	CE/CSE	23	Assessment 457	78%	22%	0%	0%
Program	ECSE	6	Assessment 302	67%	33%	0%	0%
Program	ALL	32	Dispositions Self-Assessment (1)	31%	56%	13%	0%
Program	ALL	12	Clinical Practice I	17%	66%	17%	0%
Program	ALL	12	Clinical Practice II	25%	58%	17%	0%
Program	ALL	12	Cooperating Teacher Disposition Assessment	58%	42%	0%	0%
Program	ALL	12	College Supervisor Disposition Assessment	50%	50%	0%	0%
Program	CE/CSE/ECSE	12	Professional Portfolio	54%	38%	8%	0%
Inst/Prog	CSE/ECS E	21	NYSTCE SwD	5% (561>)	48% (540-560)	33% (520-539)	14% ( <b>&lt; 520</b> )
Inst/Prog	ALL	17	NYSTCE edTPA	18% (Mastery)	76% (Pass)	0%	6% (Fail)
Inst/Prog	ALL	12	Graduate Survey	50% [6] Very Effective	50% [6] Effective	0% Somewhat effective	0% No Answer/ not effective
Inst/Prog	ALL	4	Employer Survey (Mastery of Content)	25% [1] Very Effective	50% [2] Effective	25% [1] Somewhat effective	0% No Answer/ not effective

**Table 5.1cii: Summary Data on Key Program Assessments: 2016**

<b>Data Use</b>	<b>Programs</b>	<b>N</b>	<b>Assessment</b>	<b>% Exemplary A – to A+</b>	<b>% Competent B- to B+</b>	<b>% Emerging C to C+</b>	<b>% Unsatisfactory D-F</b>
Program	ALL	27	BA Entry Requirements	22%	45%	22%	11%
Program	ALL	31	Pre-Professional Portfolios	42%	48%	10%	0%
Inst/Program	ALL	17	NYSTCE EAS	6% (531>)	35% (521-530)	41% (500-520)	18% (<500 Fail)
Program	ALL	100	Assessment 152	26%	36%	19%	19%
Program	ECSE	26	Assessment 252	58%	0%	38%	4%
Program	ECSE	20	Assessment 253	30%	60%	10%	0%
Program	ALL	25	Assessment 504	64%	8%	12%	16%
Program	ALL	22	Assessment 505	36%	59%	5%	0%
Program	ALL	8	Assessment 506	12.5%	75%	12.5%	0%
Inst/Program	ALL	17	NYSTCE CST-MS	53% (3 parts)	12% (2 parts)	12% (1 part)	23% (Fail)
Program	CSE/ECE	19	Assessment 310	11%	63%	26%	0%
Program	ALL	12	Assessment 312	50%	50%	0%	0%
Program	ALL	19	Assessment 315	42%	47%	11%	0%
Program	ALL	8	Assessment 381	0%	75%	25%	0%
Program	CE/CSE	7	Assessment 457	43%	57%	0%	0%
Program	ECSE	9	Assessment 302	56%	33%	11%	0%
Program	ALL	25	Dispositions Self-Assessment (1)	20%	60%	20%	0%
Program	ALL	23	Clinical Practice I	13%	56%	22%	9%
Program	ALL	23	Clinical Practice II	30%	61%	9%	0%
Program	ALL	23	Cooperating Teacher	17%	83%	0%	0%

			Disposition Assessment				
Program	ALL	23	College Supervisor Disposition Assessment	13%	87%	0%	0%
Program	CE/CSE/ECSE	23	Professional Portfolio	60%	28%	12%	0%
Inst/Program	CSE/ECS E	15	NYSTCE SwD	7% (561>)	27% (540-560)	46% (520-539)	20% ( <b>&lt; 520</b> )
Inst/Program	ALL	12	NYSTCE edTPA	17% ( <b>Mastery</b> )	75% ( <b>Pass</b> )		8% ( <b>Fail</b> )
Inst/Program	ALL	19	Graduate Survey	69% [13] Very Effective	26% [5] Effective	5% [1] Somewhat effective	0% No Answer/ not effective
Inst/Program	ALL	8	Employer Survey ( <i>Mastery of Content</i> )	25% [2] Very Effective	63% [5] Effective	12% [1] Somewhat effective	0% No Answer/ not effective

**Table 5.1ciii: Summary Data on Key Program Assessments: 2015**

Data Use	Programs	N	Assessment	% Exemplary A – to A+	% Competent B- to B+	% Emerging C to C+	% Unsatisfactory D-F
Program	ALL	18	BA Entry Requirements	33%	17%	33%	17%
Program	ALL	37	Pre-Professional Portfolios	41%	46%	13%	0%
Inst/Program	ALL	17	NYSTCE EAS	23% (531>)	24% (521-530)	47% (500-520)	6% ( <b>&lt;500 Fail</b> )
Program	ALL	117	Assessment 152	32%	54%	8%	6%
Program	ECSE	24	Assessment 252	33%	54%	4%	9%
Program	ECSE	10	Assessment 253	25%	50%	25%	0%
Program	ALL	44	Assessment 504	59%	34%	7%	0%
Program	ALL	10	Assessment 505	40%	40%	0%	20%
Program	ALL	14	Assessment 506	71%	29%	0%	0%
Inst/Program	ALL	16	NYSTCE CST-MS	75% (3 parts)	6% (2 parts)	13% (1 part)	6% ( <b>Fail</b> )

Program	CSE/ECS E	17	Assessment 310	35%	47%	6%	12%
Program	ALL	14	Assessment 312	71%	29%	0%	0%
Program	ALL	22	Assessment 315	41%	27%	32%	0%
Program	ALL	14	Assessment 381	93%	7%	0%	0%
Program	CE/CSE	15	Assessment 457	67%	20%	13%	0%
Program	ECSE	4	Assessment 302	75%	25%		
Program	ALL	16	Dispositions Self- Assessment (1)	56%	38%	6%	0%
Program	ALL	16	Clinical Practice I	38%	44%	18%	0%
Program	ALL	16	Clinical Practice II	38%	56%	6%	0%
Program	ALL	16	Cooperating Teacher Disposition Assessment	38%	44%	18%	0%
Program	ALL	16	College Supervisor Disposition Assessment	38%	44%	18%	0%
Program	CE, CSE, ECSE	16	Professional Portfolio	58%	42%	0%	0%
Inst/Pro g	CSE/ECS E	18	NYSTCE SwD	0% (561>)	17% (540-560)	67% (520-539)	16% ( <b>&lt; 520</b> )
Inst/Pro g	ALL	18	NYSTCE edTPA	39% (Mastery)	44% (Pass)		17% ( <b>Fail</b> )
Inst/Pro g	ALL	14	Graduate Survey (Mastery of Content)	43% [6] Very Effective	28% [4] Effective	14% [2] Somewha t effective	14% [2] No Answer/ not effective
Inst/Pro g	ALL	6	Employer Survey (Mastery of Content)	50% [3]	50% [3]	0%	0%



5.1d: Assessment Timelines



**MEDGAR  
EVERS  
COLLEGE**  
THE CITY UNIVERSITY  
OF NEW YORK

**SCHOOL OF EDUCATION**  
1650 Bedford Avenue  
Brooklyn, NY 11225  
Tel: 718 270 4910

**ANNUAL INTERNAL  
ASSESSMENTS TIMELINE**

<p><b>January</b></p> <p>COURSE EVIDENCE SUBMISSION FACULTY/Assessment Cmte. DEPT. EVIDENCE FILE</p>	<p><b>February</b></p> <p>ASSESSMENT IMPLEMENTATION DATA ANALYSES AND REPORT COMPI LATION Assessment Committee</p>	<p><b>March</b></p> <p>FACULTY MEETING/ RETREAT ASSESSMENT REVIEWS EPP/TEPAC</p>
<p><b>April</b></p> <p>ASSESSMENT IMPLEMENTATION Report Dissemination SLAE, OIRA, Sharepoint, Candidates, Partners</p>	<p><b>May</b></p> <p>COURSE EVALUATIONS ASSESSMENT OF CANDIDATE LEARNING OUTCOMES</p>	<p><b>June</b></p> <p>COURSE EVIDENCE SUBMISSION FACULTY/Assessment Cmte DEPT. EVIDENCE FILE</p>
<p><b>July</b></p> <p>DATA ANALYSES AND REPORT COMPI LATION Assessment Committee</p>	<p><b>August</b></p> <p>CURRICULUM/ ASSESSMENT COMMITTEE REVIEW COURSE/PROGRAM REVISIONS ANNUAL</p>	<p><b>September</b></p> <p>FACULTY MEETING/ RETREAT ASSESSMENT REVIEWS/ IMPLEMENTATION EPP/TEPAC</p>
<p><b>October</b></p> <p>ASSESSMENT IMPLEMENTATION Report Dissemination SLAE, OIRA, Sharepoint, Candidates, Partners</p>	<p><b>November</b></p> <p>ASSESSMENT IMPLEMENTATION</p>	<p><b>December</b></p> <p>COURSE EVALUATIONS ASSESSMENT OF CANDIDATE LEARNING OUTCOMES</p>

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



## School of Education

1650 Bedford Avenue, Suite B1007  
 Brooklyn, NY 11225  
 Tel: 718.270.4910

# Annual External Assessments TIMELINE

<p><b>January</b></p> <p><b>NYSTCE PREPARATORY WORKSHOPS</b></p>	<p><b>February</b></p> <p>NYSTCE TEST DATE PARTNER REVIEWS AND REVISIONS</p>	<p><b>March</b></p> <p>MAILING OF: GRADUATE SURVEYS EMPLOYER SURVEYS</p>
<p><b>April</b></p> <p>NYSTCE PERFORMANCE DATA ANALYSES</p>	<p><b>May</b></p> <p>PROGRAM REVIEWS AND REVISIONS EXTERNAL SURVEY REMINDERS AND COLLECTION</p>	<p><b>June</b></p> <p><b>NYSTCE PREPARATORY WORKSHOPS</b></p>
<p><b>July</b></p> <p>NYSTCE PERFORMANCE DATA ANALYSES EXTERNAL SURVEYS DATA ENTRY AND ANALYSES</p>	<p><b>August</b></p> <p>NYSTCE TEST DATE ALUMNI ANNUAL EVALUATIONS</p>	<p><b>September</b></p> <p>PARTNER REVIEW OF EXTERNAL SURVEYS DATA AND ANALYSES</p>
<p><b>October</b></p> <p>NYSTCE TEST DATE</p>	<p><b>November</b></p> <p>PROGRAM REVIEWS AND REVISIONS IN RELATION TO INTERNAL and EXTERNAL ASSESSMENTS FACULTY, PARTNERS</p>	<p><b>December</b></p> <p>NYSTCE PERFORMANCE DATA ANALYSES</p>

**Table 5.1e: Disaggregated SwD Performances by Programs**

<b>Data Years</b> <b>PROGRAM: ECSE</b>	<b>Program</b> <b>Completers</b>	<b>Test</b> <b>Takers</b>	<b>Qualifying</b> <b>Score</b>	<b>Mean</b>	<b>National</b> <b>Median</b>	<b>EPP</b> <b>Range</b>	<b>%</b> <b>Pass</b> <b>Rate</b>
<b>2014-2015</b>	<b>4</b>	<b>4</b>	<b>520</b>	<b>543</b>		<b>529-554</b>	<b>75%</b>
<b>2015-2016</b>	<b>8</b>	<b>6</b>		<b>533</b>		<b>527-540</b>	<b>50%</b>
<b>2016-2017</b>	<b>7</b>	<b>5</b>		<b>526</b>		<b>520-549</b>	<b>100%</b>
<b>Data Years</b> <b>PROGRAM: ECSE</b>	<b>Performance Levels for Test Takers</b>						
<b>SwD Sub-Areas</b>	<b>++++</b>	<b>+++</b>	<b>++</b>	<b>+</b>			
<b>Competency 0001:</b> <b><i>Foundations of</i></b> <b><i>Special Education</i></b>							
2014-2015: n=4	2	1					
2015-2016: n=6		1	1	1			
2016-2017: n=5			2	3			
<b>Competency 0002:</b> <b><i>Knowledge of</i></b> <b><i>Students with</i></b> <b><i>Disabilities</i></b>							
2014-2015: n=4	2	1					
2015-2016: n=6	1	1	1				
2016-2017: n=5	4	1					
<b>Competency 0003:</b> <b><i>Assessment &amp;</i></b> <b><i>Individual Program</i></b> <b><i>Planning</i></b>							
2014-2015: n=4		3					
2015-2016: n=6		1	1	1			
2016-2017: n=5	1	1	2	1			
<b>Competency 0004:</b> <b><i>Strategies for</i></b> <b><i>Planning &amp;</i></b> <b><i>Managing the</i></b> <b><i>Learning</i></b> <b><i>Environment &amp;</i></b> <b><i>Providing Behavioral</i></b> <b><i>Interventions</i></b>							
2014-2015: n=4		1	1	1			
2015-2016: n=6		1	1	1			
2016-2017: n=5	1	2	2				
<b>Competency 0005:</b> <b><i>Instructional</i></b>							

<b><i>Planning &amp; Delivery to Promote Students' Success in the General Curriculum</i></b>							
2014-2015: n=4	1	2					
2015-2016: n=6		2	1				
2016-2017: n=5		4	1				
<b><i>Competency 0006: Strategies for Teaching Communication Skills, Social Skills &amp; Functional Skills</i></b>							
2014-2015: n=4	2	1					
2015-2016: n=6	2		1				
2016-2017: n=5	2	2	1				
<b><i>Competency 0007: Analysis, Synthesis, and Application</i></b>							
2014-2015: n=4		3					
2015-2016: n=6		2	1				
2016-2017: n=5	1	4					

<b>Data Years PROGRAM: CSE</b>	<b>Program Completers</b>	<b>Test Takers</b>	<b>Qualifying Score</b>	<b>Mean</b>	<b>National Median</b>	<b>EPP Range</b>	<b>% Pass Rate</b>
<b>2014-2015</b>	<b>12</b>	<b>12</b>	<b>520</b>	<b>527</b>		<b>520-537</b>	<b>92%</b>
<b>2015-2016</b>	<b>14</b>	<b>9</b>		<b>544</b>		<b>532-563</b>	<b>89%</b>
<b>2016-2017</b>	<b>5</b>	<b>5</b>		<b>545</b>		<b>522-563</b>	<b>80%</b>
<b>Data Years PROGRAM: CSE</b>	<b>Performance Levels for Test Takers</b>						
<b>SwD Sub-Areas</b>	<b>++++</b>	<b>+++</b>	<b>++</b>	<b>+</b>			
<b>Competency 0001: <i>Foundations of Special Education</i></b>							
2014-2015	1	3	4	3			
2015-2016	2	2	4				
2016-2017	3		1				
<b>Competency 0002: <i>Knowledge of Students with Disabilities</i></b>							
2014-2015	1	4	4	2			
2015-2016	2	1	5				

2016-2017		1	3				
<b>Competency 0003: Assessment &amp; Individual Program Planning</b>							
2014-2015	1	4	3	3			
2015-2016	1	6	1				
2016-2017		3	1				
<b>Competency 0004: Strategies for Planning &amp; Managing the Learning Environment &amp; Providing Behavioral Interventions</b>							
2014-2015	1	3	5	2			
2015-2016	4	1	3				
2016-2017	2	1	1				
<b>Competency 0005: Instructional Planning &amp; Delivery to Promote Students' Success in the General Curriculum</b>							
2014-2015	1	5	5				
2015-2016	1	4	2	1			
2016-2017	1	3					
<b>Competency 0006: Strategies for Teaching Communication Skills, Social Skills &amp; Functional Skills</b>							
2014-2015	1	5	4	1			
2015-2016	2	3	3				
2016-2017	1	3					
<b>Competency 0007: Analysis, Synthesis, and Application</b>							
2014-2015	1	5	5				
2015-2016		5	3				
2016-2017		3	1				

**Table 5.1.1ei: Disaggregated MultiSubject Performance by Program: ECSE**

Data Years PROGRAM: <b>ECSE</b>	Program Completers	Test Takers	Qualifying Score	Mean	National Median	EPP Range	% Pass Rate
2014-2015	4	4	520			520-580	75%
2015-2016	8	5				520-562	20%
2016-2017	7	5				520-572	40%
Multi-Subject Sub-Areas	Performance Levels for Test Takers						
	++++	+++	++	+			
<i>Part 1: Literacy &amp; ELA</i> Competency 0001: <i>Knowledge of Literacy &amp; Language Arts</i>							
<b>2014-2015</b>		1	1	1			
<b>2015-2016</b>			1				
<b>2016-2017</b>		2					
Competency 0002: <i>Instruction in Foundational Literacy Skills</i>							
<b>2014-2015</b>		2	1				
<b>2015-2016</b>		1					
<b>2016-2017</b>	1		1				
Competency 0003: <i>Instruction in English Language Arts</i>							
<b>2014-2015</b>		3					
<b>2015-2016</b>		1					
<b>2016-2017</b>		1	1				
Constructed Response: <i>Analysis, Synthesis and Application</i>							
<b>2014-2015</b>		3					
<b>2015-2016</b>		1					
<b>2016-2017</b>		2					
<i>Part 2: Mathematics</i> Competency 0001: <i>Number and Operations</i>							
<b>2014-2015</b>	2	1					
<b>2015-2016</b>			1				
<b>2016-2017</b>		2					

Competency 0002: <i>Ratios and Proportional Relationships and Number Systems</i>							
<b>2014-2015</b>		2	1				
<b>2015-2016</b>		1					
<b>2016-2017</b>		1	1				
Competency 0003: <i>Algebra, Measurement, Geometry and Data</i>							
<b>2014-2015</b>			3				
<b>2015-2016</b>	1						
<b>2016-2017</b>		2					
Competency 0004: <i>Instruction in Mathematics</i>							
<b>2014-2015</b>	3						
<b>2015-2016</b>			1				
<b>2016-2017</b>		2					
Constructed Response: <i>Analysis, Synthesis and Application</i>							
<b>2014-2015</b>		2	1				
<b>2015-2016</b>		1					
<b>2016-2017</b>		2					
<i>Part 3: Arts &amp; Sciences</i> Competency 0001: <i>Science and Technology</i>							
<b>2014-2015</b>	1	2					
<b>2015-2016</b>			1				
<b>2016-2017</b>		1	1				
Competency 0002: <i>Social Studies</i>							
<b>2014-2015</b>	3						
<b>2015-2016</b>		1					
<b>2016-2017</b>	1		1				
Competency 0003: <i>Fine Arts, Health and Fitness, FACS and Career Development</i>							
<b>2014-2015</b>		2	1				

<b>2015-2016</b>		1					
<b>2016-2017</b>		2					

**Table 5.1eiii: Disaggregated MultiSubject Performances by Program: CSE**

Data Years PROGRAM: CSE	Program Completers	Test Takers	Qualifying Score	Mean	National Median	EPP Range	% Pass Rate
2014-2015	<b>12</b>		<b>520</b>				
2015-2016	<b>14</b>	<b>10</b>					
2016-2017	<b>5</b>						
Multi-Subject Sub- Areas	Performance Levels for Test Takers						
	++++	+++	++	+			
<i>Part 1: Literacy &amp; ELA Competency 0001: Knowledge of Literacy &amp; Language Arts</i>							
<b>2014-2015</b>		6	3				
<b>2015-2016</b>	2	4	1				
<b>2016-2017</b>		4					
Competency 0002: <i>Instruction in Foundational Literacy Skills</i>							
<b>2014-2015</b>		6	3				
<b>2015-2016</b>	2	4	1				
<b>2016-2017</b>		4					
Competency 0003: <i>Instruction in English Language Arts</i>							
<b>2014-2015</b>		6	3				
<b>2015-2016</b>	1	4	2				
<b>2016-2017</b>	2	2					
Constructed Response: <i>Analysis, Synthesis and Application</i>							
<b>2014-2015</b>		9					
<b>2015-2016</b>	1	3	2	1			
<b>2016-2017</b>		3	1				
<i>Part 2: Mathematics Competency 0001: Number and Operations</i>							

<b>2014-2015</b>	2	6		1			
<b>2015-2016</b>	1	5		1			
<b>2016-2017</b>	1	3					
Competency 0002: <i>Ratios and Proportional Relationships and Number Systems</i>							
<b>2014-2015</b>	1	7	1				
<b>2015-2016</b>			6	1			
<b>2016-2017</b>	1	3					
Competency 0003: <i>Algebra, Measurement, Geometry and Data</i>							
<b>2014-2015</b>		4	5				
<b>2015-2016</b>	3	4					
<b>2016-2017</b>	1	1	2				
Competency 0004: <i>Instruction in Mathematics</i>							
<b>2014-2015</b>	3		6				
<b>2015-2016</b>	1		6				
<b>2016-2017</b>	2	2					
Constructed Response: <i>Analysis, Synthesis and Application</i>							
<b>2014-2015</b>	3	6					
<b>2015-2016</b>	1	4	2				
<b>2016-2017</b>		2	1	1			
<i>Part 3: Arts &amp; Sciences</i>							
Competency 0001: <i>Science and Technology</i>							
<b>2014-2015</b>	1	4	4				
<b>2015-2016</b>	4	2	1				
<b>2016-2017</b>		3	1				
Competency 0002: <i>Social Studies</i>							
<b>2014-2015</b>	2	5	2				
<b>2015-2016</b>		7					
<b>2016-2017</b>	1	2	1				
Competency 0003:							

<i>Fine Arts, Health and Fitness, FACS and Career Development</i>							
<b>2014-2015</b>		9					
<b>2015-2016</b>	1	6					
<b>2016-2017</b>	1	3					

**Table 5.1eiii: Disaggregated MultiSubject Performances by Program: CE**

Data Years PROGRAM: <b>CE</b>	Program Completers	Test Takers	Qualifying Score	Mean	National Median	EPP Range	% Pass Rate
2014-2015	<b>0</b>	<b>0</b>	<b>520</b>			<b>NA</b>	
2015-2016	<b>1</b>	<b>0</b>				<b>NA</b>	
2016-2017	<b>0</b>	<b>0</b>				<b>NA</b>	
Multi-Subject Sub-Areas	Performance Levels for Test Takers						
	++++	+++	++	+			
<i>Part 1: Literacy &amp; ELA</i>							
<b>2014-2015</b>							
<b>2015-2016</b>							
<b>2016-2017</b>							
<i>Part 2: Mathematics</i>							
<b>2014-2015</b>							
<b>2015-2016</b>							
<b>2016-2017</b>							
<i>Part 3: Arts &amp; Sciences</i>							
<b>2014-2015</b>							
<b>2015-2016</b>							
<b>2016-2017</b>							
Constructed Response							

**Table 5.1f: Grant Projects: 2015-2017**

Project Title and Summary	Amount	Funding Source	Outcomes
<p><b><i>My Brother's Keeper Teacher Opportunity Corps II 2016-2021</i></b></p> <p>To prepare 50 teacher candidates from freshman to Graduation through a clinically-rich program</p> <p><b>Enrollment:48</b> CE: 5 CSE: 15 ECSE: 28</p>	<p>\$1.65M over 5 years</p>	<p>New York State Education Department (NYSED)</p>	<p>Partnered with NYCDOE and Buffalo Public Schools: 5 high need public schools in Brooklyn and 5 high need schools in Buffalo</p> <p>Provided Scholarships of \$3,375/student each year towards tuition</p> <p>Established a Teacher Academy in Buffalo (PS 76) Ongoing Professional Development Activities: Hosted Culturally Responsive Pedagogy Workshop and Social Emotional Learning Workshop for candidates, partner sites Master Teachers and other in-service participating teachers from Brooklyn and Buffalo: Spring 2018</p> <p>Hosted Early Field Experiences in EDUC 501 and EDUC 502: Fall 2017 and Spring 2018</p> <p>Established a Teacher Academy in Brooklyn (PS 181) Ongoing Professional Development Activities: Hosted PD Days for candidates, master teachers and in-service teachers from Brooklyn's 5 partner schools: Fall 2016</p> <p>Hosted Early Field Experiences in EDUC 501 and EDUC 502: Fall 2016 and Spring 2017</p> <p>Restructured Early Field and Clinical Practice Experiences to be conducted at both sites</p> <p>Supported 3 EPP faculty (summer salary, travel &amp; accommodations, release time)</p>
<p><b><i>Change Agents in Special Education Enhancement Project (e-CASE)</i></b></p> <p>To prepare 60 teachers in the ECSE and CSE degree programs with enhanced</p>	<p>\$1.25M over 5 years</p>	<p>US Dept. of Education Office of Special Education Programs</p>	<p>Provided tuition support for 15 credits in Foreign Language up to Foreign Language Level 4</p> <p>Provided tuition support for 15 additional credits in the Arts: Art, Dance, Music, Drama</p> <p>Supported Student Research Presentations at Conferences (Travel and Accommodations)</p>

<p>preparation in <i>Foreign Languages and the Arts</i> to serve students with low incidence disabilities</p> <p><b>Total Enrollment: 25</b> CSE: 7 ECSE: 10</p> <p><b>Graduated: 8</b> CSE: 6 ECSE: 2</p>			<p>Provided reimbursement for NYSTCE Exams and Membership with CEC</p> <p>Provided Scholarships of \$2,500 /student</p> <p>Supported individual and small group tutoring in Academic Writing and Mathematics</p> <p>Supported Mentoring &amp; Counseling for candidates</p> <p>Supported 3 EPP faculty (summer salary, travel &amp; accommodations, release time)</p> <p>Supported 5 departmental faculty from Department of World Languages, School of Education and Department of Mass Communications, Performing Arts &amp; Speech.</p>
<p><b>CASE 2013 – 2017</b> <i>To prepare 100 special education teachers with enhanced skills in RtI, Early Intervention, UDL and PBIS.</i></p> <p><b>Total Graduates: 108</b> CSE:64 ECSE: 44</p> <p><b>Certified: 53</b> CSE: 36 ECSE: 17</p> <p><b>Employed: 80</b> ECSE: 30 CSE: 50</p>	<p>\$1.25M over 5 years</p>	<p>US Dept. of Education Office of Special Education Programs</p>	<p>Provided scholarships of \$7,000 to each candidate during clinical practice (1 year).</p> <p>Provided funding for test prep Online modules.</p> <p>Provided tutoring support in Academic Writing and Mathematics.</p> <p>Supported Mentoring &amp; Counseling for candidates</p> <p>Supported individual and small group tutoring in Academic Writing and Mathematics</p> <p>Supported 3 EPP faculty (summer salary, travel &amp; accommodations, release time)</p>
<p>Another resource that was provided by the institution based on assessment of EPP operations as it related to retention of candidates through its rigorous programs, was support for mentoring and tutoring activities for struggling candidates. This support came in the form of a PBI grant of \$3M, managed by the Office of Academic Affairs. A significant portion of this grant provides one-to-one tutoring and in-class support for candidates. One of the major goals of this project is to increase candidate proficiencies in critical reading and writing and mathematics. In the Spring 2017 semester, 12 BA candidates enrolled in tutoring. Four of the 12 students subsequently took and passed the Multisubject</p>			

exams; and other students are continuing to access workshops and tutoring sessions in preparation for future examinations. Continuing impact of these tutoring sessions on candidates meeting the requirements for professional practice by the time of graduation are evaluated each semester

Fig. 5.1a: EPP Organizational Chart

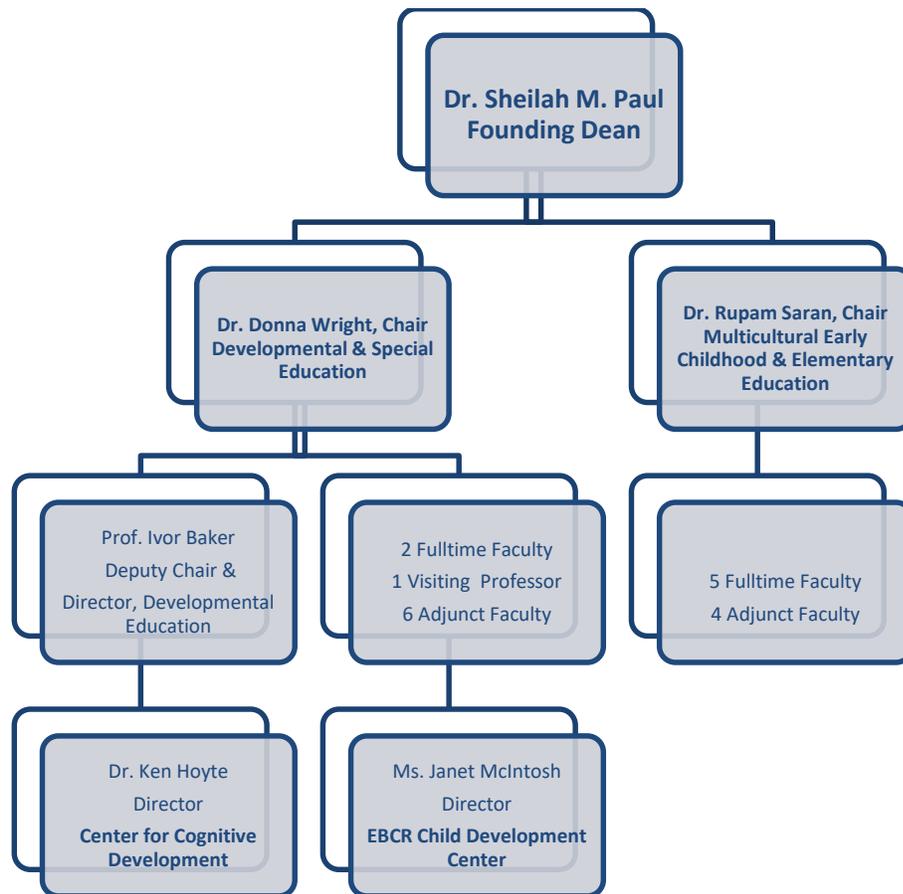


Table 5.1g: Summary of Self-Study Assessment of EPP Operations & Program Quality

	<b>EPP Operations</b>	<b>Program Quality</b>	<b>Data Sources</b>	<b>EPP Response</b>
<i>Admissions, Retention and Graduation</i>	Rates; Policies	Program Enrollment; Student Performance (GPAs); Faculty Status Candidate Professional Preparation	Snapshots; Pipeline Analysis Report (OIRA) Graduate Surveys	Strengthened faculty mentoring of candidates; Provided financial support for candidates Included tutoring in Mathematics and English;

				Established e-Portfolio Workshops, and reinforced the use of Professional Portfolio as a job and grad school interview tool, Implemented Simulated interviews with partner employers
<i>Budget, Resources and Facilities</i>	College Allocations and Resources; University Grants; External Grants	Faculty Support; Student Support; Faculty Professional Development; Student Performance	Departmental Annual Report; Student Evaluations; Graduate Surveys	Develop EPP Budget with Finance Department; Provide faculty support for Grants and Professional Development Conferences; Establish new Faculty Peer-Mentoring; Assessment Retreats; Faculty-Candidate Orientations, Town Halls, and Specialty PD Workshops
<i>Governance and Personnel</i>	EPP, College, and University Assignments; Qualifications and Scholarship	Advisement; Mentoring; Teaching and Learning	Chair Evaluations; Faculty-Peer Evaluations; Faculty Self-Appraisals; Student Evaluations; Graduate Surveys; Employer Surveys	Hired New Faculty Personnel; Annual Mentoring and Advisement; Appointments; reappointment; Promotions; Annual Faculty College Assignments; TEPAC Attendance and Participation
<i>Graduate Outcomes</i>	Partnership Agreements/ Shared Interests; Professional Development	Mentoring; Professional Development; Program Reviews	Employer Surveys Alumni Surveys Focus Groups Testimonials Partner School Report Cards	Improve response rates on both alumni and employer surveys'  Expand participation of employers and alumni in EPP PD activities  Develop a more reliable mechanism for data collection, analysis, and sharing on alumni impact on students learning and development.



**Table 5.1h: CSE Portfolio Assessment -DATA TABLES**

*CSE Candidate Performance Summary Data Table: Professional e-Portfolio Assessment*

DATA YEAR	% EXEMPLARY (3)	% COMPETENT (2)	% EMERGING (1)	UNSATISFACTORY (0)
2017 (N:5)	40% [2]	60% [3]	0%	0%
2016 (N:14)	57% [8]	36% [5]	7% [1]	0%
2015 (N:12 )	50% [6]	42% [5]	0%	8% [1]

*Disaggregated Data Table: CSE Candidate Performance on Professional e-Portfolio Assessment: 2017 (N=5)*

DIMENSIONS	EXEMPLARY (3)	COMPETENT (2)	EMERGING (1)	UNSATISFACTORY (0)
<b>PROGRAM EVIDENCE</b>				
CEC 1. LEARNER DEVELOPMENT AND INDIVIDUAL LEARNING DIFFERENCES	2	3	0	
CEC 2. LEARNING ENVIRONMENTS	2	3	0	
CEC 3. CURRICULAR CONTENT KNOWLEDGE	2	2	1	
CEC 4. ASSESSMENT	4	1	0	
CEC 5. INSTRUCTIONAL PLANNING AND STRATEGIES	4	1	0	
CEC 6. PROFESSIONAL LEARNING AND ETHICAL PRACTICE	3	1	1	
CEC 7. COLLABORATION	5	0	0	
<b>REFLECTIONS</b>				
Reflective Essay	3	2	0	

*Disaggregated Data Table: CSE Candidate Performance on Professional Portfolio Assessment: 2016 (N=14)*

DIMENSIONS	EXEMPLARY (3)	COMPETENT (2)	EMERGING (1)	UNSATISFACTORY (0)
<b>PROGRAM EVIDENCE</b>				
CEC 1.	7	5	2	

<b>LEARNER DEVELOPMENT AND INDIVIDUAL LEARNING DIFFERENCES</b>				
<b>CEC 2. LEARNING ENVIRONMENTS</b>	8	5	1	
<b>CEC 3. CURRICULAR CONTENT KNOWLEDGE</b>	8	5	1	
<b>CEC 4. ASSESSMENT</b>	8	5	1	
<b>CEC 5. INSTRUCTIONAL PLANNING AND STRATEGIES</b>	8	5	1	
<b>CEC 6. PROFESSIONAL LEARNING AND ETHICAL PRACTICE</b>	9	4	1	
<b>CEC 7. COLLABORATION</b>	12	2	0	
<b>REFLECTIONS</b>				
<b>Reflective Essay</b>	9	4	1	

*Disaggregated Data Table: CSE Candidate Performance on Professional Portfolio Assessment: 2015 (N=12)*

<b>DIMENSIONS</b>	<b>EXEMPLARY (3)</b>	<b>COMPETENT (2)</b>	<b>EMERGING (1)</b>	<b>UNSATISFACTORY (0)</b>
<b>PROGRAM EVIDENCE</b>				
<b>CEC 1. LEARNER DEVELOPMENT AND INDIVIDUAL LEARNING DIFFERENCES</b>	6	4	1	1
<b>CEC 2. LEARNING ENVIRONMENTS</b>	5	5	1	1
<b>CEC 3. CURRICULAR CONTENT KNOWLEDGE</b>	6	5		1
<b>CEC 4. ASSESSMENT</b>	6	5		1
<b>CEC 5. INSTRUCTIONAL PLANNING AND STRATEGIES</b>	6	5		1
<b>CEC 6. PROFESSIONAL LEARNING AND ETHICAL PRACTICE</b>	7	4		1
<b>CEC 7. COLLABORATION</b>	9	2		1
<b>REFLECTIONS</b>				
<b>Reflective Essay</b>	6	5		1

## 5.2: Quality Assessment Measures

Table 5.2a: Assessment Plan Reviews and Revisions

Assessment Domain	Transition Point	Review Results	Data Sources	EPP Response 2015-2017
<i>External</i>	2	Multisubject Exam	Performance on Licensure Tests	Move to later in the program sequence; provide tutoring support and more workshops (2016)
<i>Program</i>	1, 2, 3	EAS CST-SwD edTPA	Performance on Licensure Tests	Deepen knowledge of and skills in Early Intervention Needs of Infants and Toddlers (2016)
<i>External</i>	4	Lack of data on completers' value-added dimensions	Danielson MOTP MOSL	Added measure as another external source of data on Assessment Plan (2017). Work with TEPAC to devise plan for accessing data.

## 5.3: Continuous Improvement

Table 5.3a: Progress of Program Completers with Developmental Education Needs

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

Table 5.3b: Summary of EPP Improvements

Annual Review of Findings & Recommendations	Changes Made	Implementation Dates
<i>Candidates with GPAs of below 2.9 have more difficulty completing certification requirements</i>	The EPP revised its admission to the BA program criteria in 2015 to reflect a change from 2.7 overall GPA to 3.0	Fall 2015

<b>Change in GPA admissions requirement</b>	<b>and above, in line with the CAEP requirements:</b> <i>Flexible arrangements can be made for individual candidates – conditional acceptance with agreement to improve GPA</i>	<b>With intentional tutoring and mentoring support</b>
<i>Transfer students performance in professional level early field experiences were below standard when compared to MEC candidates</i> <b>Transfer Students need to complete the pre-professional early field experiences</b>	<b>The EPP agreed that transfer candidates participate in the pre-professional field experiences, a portfolio workshop, and submit a portfolio during the first semester of enrollment in the BA degree program.</b>	<b>Fall 2016</b>
<i>CEC Standards were changed from 10 to 7.</i> <b>Curriculum Mapping and revisions to be made across programs</b>	<b>Conducted working Retreats to:</b> <b>Review and rework curriculum maps</b> <b>Revised Syllabi</b> <b>Revise Assessment Rubrics</b>	<b>Fall 2015 – Fall 2017</b>
<i>College Assessment Platforms are not adequate for our program growth.</i> <b>The School of Education needs a separate and more sophisticated platform that can improve collection, storage, analysis, and reporting of data</b>	<b>Researched several options</b> <b>Purchased Chalk and Wire Platform in Spring 2018</b>	<b>Fall 2018 – in process</b>

## 5.5: Partnerships and Shared Responsibility in EPP Quality Assurance

*Table 5.5a: TEPAC Membership (On site review)*

*Table 5.5b: Grant-funded Advisory Boards (On site review)*

## 6.1: Diversity Cross Cutting Theme

The EPP prepares candidates to work with culturally and linguistically diverse (CLD) students, including English language learners (ELLs) and students with disabilities (SwD). Results for Educating All Students (EAS) (*Table 1.1i; 1.1ii; 1.1iii*) show program completers have knowledge of learners and their differences, as well as developmentally appropriate practices to support the social and academic development of CLD students (CAEP 1.1). Similarly, edTPA results (*Tables 1.4a – 1.4aiii*) show completers have professional knowledge and skills (CAEP 1.3) to plan and differentiate for diverse learners, by using varied strategies including technology (CAEP 1.5) to support diverse learners' attainment of college and career ready standards (CAEP 1.4). Since 2 of our 3 professional programs are dual-certificate in special education (CAEP 3.1), the **Content Specialty Test-SwD** is an indicator of whether completers are prepared to support SwD (CAEP 1.1). Results show most completers can meet the needs of exceptional learners (*Table 4.2a; Tables 5.1e-5.1eiii*) (CAEP 3.5).

Candidates complete various diversity activities (*Tables 6.1-6.6*) while working with CLD students (CAEP 1.1, 2.3). For example, evidence from the program-specific Professional Portfolio shows candidates' ability to use content knowledge to design learning experiences for individual or small groups of P-6 students, and supporting students' higher order thinking skills while monitoring their progress towards college and career ready standards (CAEP 1.1, 1.3, 2.3, 4.1). Across programs, most candidates (2015-2017) earn Competent & Exemplary ratings on the **Professional Portfolio** (*Table 5.1h*); indicating their ability to use formal and informal assessment instruments to learn about students as readers, identify reading difficulties, and develop an intervention/instructional plan to support students' reading/literacy development in deficit areas, and to document the impact on P-6 reading below grade level, as one example of the required portfolio evidence (CAEP 1.1, 3.1, 3.3, 4.1, 4.2). Similarly, data from the **Reading Intervention Project** show candidates' implementation of RtI in 2016 and 2017 significantly impacted P-6 students. In 2016, 50% to 90% and 37% to 70% of P-6 students in 2017 improved their reading skills following the interventions. During Transition Point 3, impact on P-6 student learning is

also measured on the **Clinical Practice Assessment** rubric (CAEP 1.1, 2.3, 4.1). More than 70% of the candidates (2015-2017) earned Competent or Exemplary when evaluated by college supervisors and cooperating teachers in ELA and mathematics; evidence of impact student learning during Clinical Practice (*Tables 1.1q-1.1rii*).

Diversity is also captured in the demographics in partner schools, cultural and linguistic differences, socioeconomic status, and exceptionalities. School partnerships help ensure high quality clinical experiences that develop candidates' knowledge, skills, and professional dispositions necessary to ***make a positive impact on the learning and development of CLD P-6 students*** (CAEP 2). Partnering schools range in size (*Table 6.7*); from approximately 200 to more than 900 students at the time of field placements. Most P-6 students at partner schools (> 60%) receive free and reduced lunch. At these sites, candidates get to know CLD students by implementing lessons and intervention experiences, tutoring students one-on-one, and teaching standards- and research-based lessons. As they progress towards Clinical Practice candidates demonstrate proficiency working with CLD students (CAEP 2.3, 4.1). In alignment with the EPP's mission of social justice, candidates receive instruction on culturally responsive theory and subsequently implement such strategies in P-6 classrooms, allowing for greater depth and breath. The EPP also charts the progress of its graduates in impacting student learning outcomes (CAEP 1.1). Alumni survey respondents for 2015-2017 (n=12) were able to successfully support CLD students. Most graduates (67%) are working in specialized special education settings, or inclusion settings (33%), in public schools (85%) with ELLs (31%) or SwD (46%) (*Tables 6.8 & 6.9*). Completers report working in ICT, Integrated, or CTT settings (46%) with students who had to repeat at least one grade. Those working in GE classrooms (31%) indicated that most of their students are reading below grade level with comprehension difficulties. Most completers (54%) reported they helped students move up at least one grade level or get on grade level in reading or math. Overall, completers appear to be prepared to work with diverse learners (CAEP 1.1, 4.1).

Evidence also suggests candidates can *advance the learning of all students toward attainment of college- and career-readiness standards* (CAEP 1). Standardized state assessments aligned to standards in ELA and Math are administered in partner schools show that candidates were able to prepare P-6 students for college and career. Results (2015-2017) show a .09% increase in the number of partner schools with mean scores for grade 3 students at level 3 proficiency on ELA exam (*Table 6.10*), and a 27% increase for partner schools with mean scores at level 3 for grade 4, with similar gains in math (*Table 6.11*).

The EPP recruits and prepares diverse candidates with varying educational backgrounds, socio-economic levels, and ethnicities (CAEP 2.1, 2.3, 3.1, 3.3, 3.5). Candidates across programs are representative of the local community (CAEP 3.1, 3.3). At all phases of preparation, the EPP takes responsibility for preparing 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 3). A more in-depth discussion about the EPP's recruitment, selection, and preparation of diverse candidates is reported the Standard 3.

## 6.1: Diversity Cross-Cutting Themes

### List of Tables

Table 6.1: Summary of EPP’s Diversity Activities: Candidate Performances on Selected Diversity-Related Early Field and Clinical Activities: Fall 2014 to Spring 2015

Table 6.2: Candidate Performances on Selected Diversity-Related Early Field and Clinical Activities: Fall 2015 to Spring 2016

Table 6.3: Candidate Performances on Selected Diversity-Related Early Field and Clinical Activities: Fall 2016 to Spring 2017

Table 6.4: Candidate Performances on Selected Diversity-Related Course Activities: Fall 2014 to Spring 2015

Table 6.5: Candidate Performances on Selected Diversity-Related Course Activities: Fall 2015 to Spring 2016

Table 6.6: Candidate Performances on Selected Diversity-Related Course Activities: Fall 2016 – Spring 2017

Table 6.7 Total Enrollment by School, District, and School Year

Table 6.8: Value-Added Assessment of Employee Impact in Schools: ELA

Table 6.9: Value-Added Assessment of Employee Impact in Schools: Mathematics

Table 6.10 ELA State Exams for Grades 3 – 5, Percent Scoring Proficient (on Level 3 or 4)

Table 6.11 Math State Exams for Grades 3 – 5, Percent Scoring Proficient (on Level 3 or 4)

**Table 6.1: Summary of EPP’s Diversity Activities: Candidate Performances on Selected Diversity-Related Early Field and Clinical Activities: Fall 2014 to Spring 2015**

Early Field/Clinical Practice	Learning Experience	Diversity Related Proficiencies (EPP Performance Objectives)	Exemplary	Competent	Emerging	Unsatisfactory
EDUC 501: Shadowing Professionals <i>N=133</i>	Reflective Essays	Observing school-based professionals in diverse and inclusive settings (Objective 1.9, 1.10; 2. 2; 5.6)	<b>114 (86%)</b>	<b>0</b>	<b>0</b>	<b>19 (14%)</b>
EDUC 502: Observation in Education <i>N=118</i>	Observation Guides and Reflections	Understanding of Students with Special Needs; Understanding of Inclusive Environments (Objectives 1.9, 1.10, 2.1, 2.2; 5.6; 8.3)	<b>110 (93%)</b>	<b>0</b>	<b>0</b>	<b>8 (7%)</b>
EDUC 505: Working with Individual Learners <i>N=29</i>	Case study/ Miscue Analysis	Working in Inclusive Settings (Objectives 1.9, 1.10, 2.3, 5.4, 5.6, 8.2, 8.3, 8.4)	<b>27 (93%)</b>	<b>0</b>	<b>0</b>	<b>2 (7%)</b>
EDUC 506: Working with Small Groups of Learners <i>N=27</i>	Case study/ Guided Reading Lesson	Working in Inclusive Settings (Objectives Objectives (1.9, 1.10, 2.1, 2.2, 5.4, 5.6; 8.2, 8.3, 8.4)	<b>27 (100%)</b>	<b>0</b>	<b>0</b>	<b>0</b>
EDUC 507: Curriculum Research and Design <i>N=22</i>	Field Logs	Working with school-based curriculum teams to explore and select appropriate requirements to meet the needs of diverse learners (Objectives 1.9, 1.10; 5.4, 5.6, 8.2)	<b>22 (100%)</b>	<b>0</b>	<b>0</b>	<b>0</b>
EDUC 491/492 Clinical Practice <i>N=42</i>	School and Classroom Portraits; Lesson Planning Packets	Planning, Implementing and Assessing Instruction in Diverse and Inclusive Classrooms (Objectives 1.9, 1. 10; 2.1, 2.2, 2.3, 2.4; 5.4, 5.6; 8.2, 8.3, 8.4)	<b>14 (33%)</b>	<b>19 (45%)</b>	<b>7 (17%)</b>	<b>2 (5%)</b>

**Table 6.2: Candidate Performances on Selected Diversity-Related Early Field and Clinical Activities: Fall 2015 to Spring 2016**

Early Field/Clinical Practice	Learning Experience	Diversity Related Proficiencies	Exemplary	Competent	Emerging	Unsatisfactory
EDUC 501: Shadowing Professionals <i>N=126</i>	Reflective Essays	Observing school-based professionals in diverse and inclusive settings (Objective 1.9, 1.10; 2.2; 5.6)	<b>96 (76%)</b>	<b>0</b>	<b>0</b>	<b>30 (24%)</b>
EDUC 502: Observation in Education <i>N=117</i>	Observation Guides and Reflections	Understanding of Students with Special Needs; Understanding of Inclusive Environments (Objectives 1.9, 1.10, 2.1, 2.2; 5.6; 8.3)	<b>112 (96%)</b>	<b>0</b>	<b>0</b>	<b>5 (4%)</b>
EDUC 505: Working with Individual Learners <i>N=22</i>	Case study/ Miscue Analysis	Working in Inclusive Settings (Objectives 1.9, 1.10, 2.3, 5.4, 5.6, 8.2, 8.3, 8.4)	<b>20 (91%)</b>	<b>0</b>	<b>0</b>	<b>2 (9%)</b>
EDUC 506: Working with Small Groups of Learners <i>N=19</i>	Case study/ Guided Reading Lesson	Working in Inclusive Settings (Objectives 1.9, 1.10, 2.1, 2.2, 5.4, 5.6; 8.2, 8.3, 8.4)	<b>19 (100%)</b>	<b>0</b>	<b>0</b>	<b>0</b>
EDUC 507: Curriculum Research and Design <i>N=41</i>	Field Logs	Working with school-based curriculum teams to explore and select appropriate requirements to meet the needs of diverse learners (Objectives 1.9, 1.10; 5.4, 5.6, 8.2)	<b>36 (88%)</b>	<b>0</b>	<b>0</b>	<b>5 (12%)</b>
EDUC 491/492 Clinical Practice <i>N=47</i>	School and Classroom Portraits; Lesson Planning Packets	Planning, Implementing and Assessing Instruction in Diverse and Inclusive Classrooms (Objectives 1.9, 1.10; 2.1, 2.2, 2.3, 2.4; 5.4, 5.6; 8.2, 8.3, 8.4)	<b>18 (38%)</b>	<b>18 (38%)</b>	<b>9 (19%)</b>	<b>2 (5%)</b>

Table 6.3: Candidate Performances on Selected Diversity-Related *Early Field and Clinical Activities: Fall 2016 to Spring 2017*

Early Field/Clinical Practice	Learning Experience	Diversity Related Proficiencies	Exemplary	Competent	Emerging	Unsatisfactory
EDUC 501: Shadowing Professionals <i>N=121</i>	Reflective Essays	Observing school-based professionals in diverse and inclusive settings (Objective 1.9, 1.10; 2.2; 5.6)	<b>90 (74%)</b>	<b>0</b>	<b>0</b>	<b>31 (26%)</b>
EDUC 502: Observation in Education <i>N=101</i>	Observation Guides and Reflections	Understanding of Students with Special Needs; Understanding of Inclusive Environments (Objectives 1.9, 1.10, 2.1, 2.2; 5.6; 8.3)	<b>87 (86%)</b>	<b>0</b>	<b>0</b>	<b>14 (14%)</b>
EDUC 505: Working with Individual Learners <i>N=35</i>	Case study/ Miscue Analysis	Working in Inclusive Settings (Objectives 1.9, 1.10, 2.3, 5.4, 5.6, 8.2, 8.3, 8.4)	<b>35 (100%)</b>	<b>0</b>	<b>0</b>	<b>0</b>
EDUC 506: Working with Small Groups of Learners <i>N=34</i>	Case study/ Guided Reading Lesson	Working in Inclusive Settings (Objectives 1.9, 1.10, 2.1, 2.2, 5.4, 5.6; 8.2, 8.3, 8.4)	<b>34 (100%)</b>	<b>0</b>	<b>0</b>	<b>0</b>
EDUC 507: Curriculum Research and Design <i>N=14</i>	Field Logs	Working with school-based curriculum teams to explore and select appropriate requirements to meet the needs of diverse learners (Objectives 1.9, 1.10; 5.4, 5.6, 8.2)	<b>11 (79%)</b>	<b>0</b>	<b>0</b>	<b>3 (21%)</b>
EDUC 481/482 Clinical Practice Seminar <i>N=32</i>	Action Research Projects	Observing, documenting, researching, developing and implementing actions to improve teaching and learning in diverse, specialized and inclusive learning environments (Objectives 1.9, 1.10; 2.1, 2.2, 2.3, 2.4; 5.4, 5.6; 8.2, 8.3, 8.4)	<b>5 (16%)</b>	<b>20 (63%)</b>	<b>3 (9%)</b>	<b>4 (12%)</b>

EDUC 491/492 Clinical Practice N=32	School and Classroom Portraits; Lesson Planning Packets	Planning, Implementing and Assessing Instruction in Diverse and Inclusive Classrooms (Objectives 1.9, 1.10; 2.1, 2.2, 2.3, 2.4; 5.4, 5.6; 8.2, 8.3, 8.4)	<b>10 (32%)</b>	<b>18 (56%)</b>	<b>2 (6%)</b>	<b>2 (6%)</b>
--	--	---	---------------------	---------------------	---------------	---------------

Table 6.4: Candidate Performances on Selected Diversity-Related Course Activities: Fall 2014 to Spring 2015

Early Field/Clinical Practice	Learning Experience	Diversity Related Proficiencies	Exemplary	Competent	Emerging	Unsatisfactory
EDUC 102: Introduction to the World of the Learner N=142	Reflective Essay	Personal Reflections on Diversity (Objectives 2.1, 2.2, 2.3)	<b>37 (26%)</b>	<b>42 (30%)</b>	<b>17 (12%)</b>	<b>46 (32%)</b>
EDUC 152: Introduction to Special Education N=128	Literature Review	Knowledge of Exceptionalities (Objectives 1.9, 1.10, 2.1)	<b>47 (37%)</b>	<b>41 (32%)</b>	<b>25 (19%)</b>	<b>15 (12%)</b>
EDUC 203: Introduction to Developmental Disabilities N= 8	Case Study Presentation	Observing, documenting, researching, collaborating with key constituents and sharing information about specific disabilities (Objectives 1.10; 2.1, 2.2, 2.3, 2.4; 5.6; 8.3)	<b>2 (25%)</b>	<b>4 (50%)</b>	<b>2 (25%)</b>	<b>0</b>
EDUC 252: Principles of Early Intervention: Needs of Infants, Toddlers and Young Children with Developmental Disabilities N=20	Point of View Presentation	Knowledge of Exceptionalities (Objectives 1.9, 1.10; 2.1, 2.2, 2.3; 2.4; 5.4, 5.6, 8.3)	<b>2 (10%)</b>	<b>11 (55%)</b>	<b>4 (20%)</b>	<b>3 (15%)</b>
EDUC 307: Educational Psychology N=48	Learning Styles Discussion Forum	Working in Inclusive Settings (Objectives Objectives (1.9, 1.10, 2.2, 5.4, 5.6; 8.3)	<b>6 (13%)</b>	<b>24 (49%)</b>	<b>11 (23%)</b>	<b>7 (15%)</b>
EDUC 314: Teaching Elementary Social Studies N= 5	Differentiated Lesson Plan	Lesson Planning and Modification (Objectives 1.9, 1.10; 5.4, 5.6; 8.2, 8.3, 8.4)	<b>2 (40%)</b>	<b>3 (60%)</b>	<b>0</b>	<b>0</b>

EDUC 315: Teaching of Mathematics N= 36	Math Modification Lesson Plan	Lesson Planning and Modification (Objectives 1.9, 1. 10; 5.4, 5.6, 8.2, 8.3, 8.4)	<b>11 (31%)</b>	<b>16 (44%)</b>	<b>0</b>	<b>9 (25%)</b>
EDUC 381: Reading Methods and Materials for Exceptional Learners N= 28	Reading Intervention Project	Assessing, documenting, developing and implementing intervention plan (Objectives 1,10; 5.3, 5.6; 8.1, 8.2, 8.3, 8.4)	<b>22 (79%)</b>	<b>6 (21%)</b>	<b>0</b>	<b>0</b>

Table 6.5: Candidate Performances on Selected Diversity-Related **Course Activities**: Fall 2015 to Spring 2016

<b>Early Field/Clinical Practice</b>	<b>Learning Experience</b>	<b>Diversity Related Proficiencies</b>	<b>Exempl ary</b>	<b>Compet ent</b>	<b>Emergi ng</b>	<b>Unsatisfac tory</b>
EDUC 102: Introduction to the World of the Learner N= 136	Reflective Essay	Personal Reflections on Diversity (Objectives 2.1, 2.2, 2.3)	<b>29 (21%)</b>	<b>33 (24%)</b>	<b>19 (14%)</b>	<b>55 (41%)</b>
EDUC 152: Introduction to Special Education N= 120	Literature Review	Knowledge of Exceptionalities (Objectives 1.9, 1.10, 2.1)	<b>41 (34%)</b>	<b>37 (31%)</b>	<b>26 (22%)</b>	<b>16 (13%)</b>
EDUC 203: Introduction to Developmental Disabilities N= 17	Case Study Presentation	Observing, documenting, researching, collaborating with key constituents and sharing information about specific disabilities (Objectives 1.10; 2.1, 2.2, 2.3, 2.4; 5.6; 8.3)	<b>0</b>	<b>13 (76%)</b>	<b>2 (12%)</b>	<b>2 (12%)</b>
EDUC 252: Principles of Early Intervention: Needs of Infants, Toddlers and Young Children with Developmental Disabilities N= 26	Point of View Presentation	Knowledge of Exceptionalities (Objectives 1.9, 1.10; 2.1, 2.2, 2.3; 2.4; 5.4, 5.6, 8.3)	<b>2 (7%)</b>	<b>14 (54%)</b>	<b>7 (27%)</b>	<b>3 (12%)</b>
EDUC 307: Educational Psychology N=46	Learning Styles Discussion Forum	Working in Inclusive Settings (Objectives (1.9, 1.10, 2.2, 5.4, 5.6; 8.3)	<b>8 (17%)</b>	<b>32 (69 %)</b>	<b>3 (7%)</b>	<b>3 (7%)</b>
EDUC 314: Teaching Elementary Social Studies	Differentiate d Lesson Plan	Lesson Planning and Modification (Objectives 1.9, 1.10; 5.4, 5.6; 8.2, 8.3, 8.4)				

<i>N= 0</i>						
EDUC 315: Teaching of Mathematics <i>N= 24</i>	Math Modification Lesson Plan	Lesson Planning and Modification (Objectives 1.9, 1. 10; 5.4, 5.6, 8.2, 8.3, 8.4)	<b>9 (38%)</b>	<b>11 (46%)</b>	<b>2 (8%)</b>	<b>2 (8%)</b>
EDUC 381: Reading Methods and Materials for Exceptional Learners <i>N= 20</i>	Reading Intervention Project	Assessing, documenting, developing and implementing intervention plan (Objectives 1,10; 5.3, 5.6; 8.1, 8.2, 8.3, 8.4)	<b>0</b>	<b>15 (75%)</b>	<b>4 (20%)</b>	<b>1 (5%)</b>

Table 6.6: Candidate Performances on Selected Diversity-Related **Course Activities**: Fall 2016 – Spring 2017

<b>Early Field/Clinical Practice</b>	<b>Learning Experience</b>	<b>Diversity Related Proficiencies</b>	<b>Exemplary</b>	<b>Competent</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
EDUC 102: Introduction to the World of the Learner <i>N= 143</i>	Reflective Essay	Personal Reflections on Diversity (Objectives 2.1, 2.2, 2.3)	<b>30 (21%)</b>	<b>50 (35%)</b>	<b>8 (6%)</b>	<b>55 (38%)</b>
EDUC 152: Introduction to Special Education <i>N= 103</i>	Literature Review	Knowledge of Exceptionalities (Objectives 1.9, 1.10, 2.1)	<b>25 (24%)</b>	<b>36 (35%)</b>	<b>25 (24%)</b>	<b>17 (17%)</b>
EDUC 203: Introduction to Developmental Disabilities <i>N= 17</i>	Case Study Presentation	Observing, documenting, researching, collaborating with key constituents and sharing information about specific disabilities (Objectives 1.10; 2.1, 2.2, 2.3, 2.4; 5.6; 8.3)	<b>2 (11%)</b>	<b>11 (65%)</b>	<b>4 (24%)</b>	<b>0</b>
EDUC 252: Principles of Early Intervention: Needs of Infants, Toddlers and Young Children with Developmental Disabilities <i>N=26</i>	Point of View Presentation	Knowledge of Exceptionalities (Objectives 1.9, 1.10; 2.1, 2.2, 2.3; 2.4; 5.4, 5.6, 8.3)	<b>9 (35%)</b>	<b>14 (54%)</b>	<b>2 (8%)</b>	<b>1 (3%)</b>
EDUC 307: Educational Psychology <i>N= 44</i>	Learning Styles Discussion Forum	Working in Inclusive Settings (Objectives Objectives (1.9, 1.10, 2.2, 5.4, 5.6; 8.3)	<b>11 (25%)</b>	<b>27 (61%)</b>	<b>3 (7%)</b>	<b>3 (7%)</b>

EDUC 314: Teaching Elementary Social Studies N= 13	Differentiated Lesson Plan	Lesson Planning and Modification (Objectives 1.9, 1.10; 5.4, 5.6; 8.2, 8.3, 8.4)	9 (69%)	4 (31%)	0	0
EDUC 315: Teaching of Mathematics N= 36	Math Modification Lesson Plan	Lesson Planning and Modification (Objectives 1.9, 1.10; 5.4, 5.6, 8.2, 8.3, 8.4)	19 (53%)	12 (33%)	4 (11%)	1 (3%)
EDUC 381: Reading Methods and Materials for Exceptional Learners N= 33	Reading Intervention Project	Assessing, documenting, developing and implementing intervention plan (Objectives 1,10; 5.3, 5.6; 8.1, 8.2, 8.3, 8.4)	1 (3%)	29 (88%)	3 (9%)	0

**Table 6.7 Total Enrollment by School, District, and School Year**

School	District	2014/15	2015/16	2016/17
PS249	17	878	860	866
PS375	17	457	424	408
PS108	19	825	881	875
PS161	17	658	674	684
PS256	13	310	284	245
PS138	17	629	654	561
PS26	16	232	193	201
PS282	13	859	839	758
PS92	17	429	428	422
PS5	16	248	217	189
PS6	17	736	716	734
PS44	13	238	193	178
PS46	13	348	317	278
PS81	16	303	291	272
PS321	15	1471	1464	1453

Source: New York State Department of Education

**Table 6.8: Value-Added Assessment of Employee Impact in Schools: ELA**

Schools	Grades	# of Candidates	Position	# of Students Served	Setting	Prior Year (2015) on ELA Level 3	Current Year (2016) on ELA at Level 3	State Performance	District (where applicable)
<b>2015-2016</b>									
PS K396	3-5 Mixed (*Grade 4)	1	SPED Teacher	6	SPED: 6:1:1	27% SwD: 7%	SwD: No Data	No Data	No Data
PS 106Q	5	1	SPED Teacher	22	Inclusion	4% SwD: 0% [0]	8% SwD: 0% [0]	23%	14%
Leadership Prep Carnasie	5	1	SPED Teacher	12	Relay GSE/SPE D 12:1:1	18% SwD: 11% [3]	22% SwD: 17% [6]	23%	NA
Imagine Me Leadership Charter	4	1	SPED Teacher	11	SPED 12:1:1	7% SwD: 0% [0]	25% SwD: 11% [1]	26%	NA
PS 279	3	1	Teacher	20	ICT	29%	26%	36%	30%
<b>2016-2017</b>									
PS 38	4	1	SPED Teacher	12	Self-Contained	16% SwD: 10% [2]	19% SwD: 0% [0]	25%	28%

**Table 6.9: Value-Added Assessment of Employee Impact in Schools: Mathematics**

Schools	Grades	# of Candidates	Position	# of Students Served	Setting	Prior Year (2015) on Math Level 3	Current Year (2016) on Math Level 3	State Performance	District (where applicable)
<b>2015-2016</b>									
PS K396	3-5 Mixed (*Grade 4)	1	SPED Teacher	6	SPED: 6:1:1	30% SwD : 10%	No Data	No Data	No Data
PS 106Q	5	1	SPED Teacher	22	Inclusion	11% SwD : 5% [1]	13% SwD: 8% [1]	24%	19%
Leadership Prep Carnasie	5	1	SPED Teacher	12	Relay GSE/SPE D 12:1:1	28% SwD : 16% [3]	31% SwD: 9% [1]	24%	NA
Imagine Me Leadership Charter	4	1	SPED Teacher	11	SPED 12:1:1	28% SwD : 22% [5]	33% SwD: 30% [7]	21%	NA
PS 279	3	1	Teacher	20	ICT	12%	16%	25%	21%
<b>2016-2017</b>									
PS 38	4	1	SPED Teacher	12	Self-Contained	10% SwD : 5% [1]	7% SwD: 0% [0]	22%	23%

**Table 6.10 ELA State Exams for Grades 3 – 5, Percent Scoring Proficient (on Level 3 or 4)**

	2013 / 14		2014 / 15		2015 / 16		2016 / 17	
	Total Tested	% Level 3 or 4	Total Tested	% Level 3 or 4	Total Tested	% Level 3 or 4	Total Tested	% Level 3 or 4
PS249	324	49.69	361	39.34	368	58.42	379	60.42
PS375	207	13.04	199	10.55	187	27.27	212	21.7
PS108	379	31.93	385	34.81	407	44.23	399	47.87
PS161	291	46.74	289	45.67	306	52.61	347	47.84
PS256	150	18.67	140	20	118	38.14	105	35.24
PS138	430	23.72	416	24.04	420	8.33	390	44.87
PS26	94	3.19	88	28.41	79	41.77	90	43.33
P.S28 2	592	32.6	521	44.15	521	44.15	460	47.17
P.S92	208	8.65	184	9.24	206	17.48	202	19.8
PS5	127	8.66	116	9.48	71	57.75	63	25.4
P.S6	324	16.98	334	17.07	329	20.67	349	17.48

Table 6.11 Math State Exams for Grades 3 – 5, Percent Scoring Proficient (on Level 3 or 4)

	<b>2013 / 14</b>		<b>2014 / 15</b>		<b>2015 / 16</b>		<b>2016 / 17</b>	
	Total Tested	% Level 3 or 4	Total Tested	% Level 3 or 4	Total Tested	% Level 3 or 4	Total Tested	% Level 3 or 4
PS249	324	61.73	362	64.09	372	72.58	380	71.05
PS375	208	21.15	208	24.04	197	29.95	216	20.37
PS108	389	46.27	400	44.25	419	42.72	416	44.47
PS161	294	55.1	293	50.51	314	58.92	350	54.86
PS256	150	27.33	141	25.53	117	118.8	105	37.14
PS138	430	24.42	420	28.1	429	35.9	105	37.14
PS26	94	25.53	88	27.27	80	35	89	46.07
P.S28 2	533	34.33	496	34.27	496	34.27	44	309.09
P.S92	208	14.42	188	10.64	206	13.59	212	17.92
PS5	16	37.5	116	8.62	69	66.67	58	39.66
P.S6	326	25.77	339	25.66	340	19.71	362	20.72

## 7.1: Technology Cross Cutting Theme

The EPP technology standards and objectives align with the CAEP technology standards (Table: 7.1a). To provide rich technology experiences and enable candidates to develop their capabilities to design and facilitate digital learning, and learn about technology tools for P-6 students' learning, the EPP has obtained *laptops* for candidates to use if they need one. The EPP owns a *Portable Smartboard* for students' and faculty use. For video recording, EPP has *video cameras* for candidates use for videotaping lessons. There are computer labs equipped with latest technology for candidates to use. The EPP utilizes *Blackboard*, *Excel* and *Sharepoint*, *Crestron Airmedia*, SMARTHINKING college-wide tutoring platform, *Soft Chalk* and *Quality Matters* instructional technology to engage candidates in technological activities. Candidates use Digication ePortfolio platform to create a Professional Portfolio, and to submit their portfolio for edTPA. The EPP has decided to adapt *Chalk and Wire* program to support the assessment system.

Technology is used as an instructional tool in all courses, and candidates are required to infuse technology in coursework and research (Table: 7.1b). The EPP provides candidates with technology training to use technology tools within the content area; opportunities to create their own technologies through learning experiences (Table: 7.1bi-bii); place candidates in field experiences (Table: 7.1c-7.1cii). In all EPP courses, candidates receive varied experiences in the use of technology, in utilizing these technological platforms, candidates manage the technology challenges posed by edTPA. Candidates demonstrate technological proficiencies in creating interactive web-based and other electronic resources for the children they are teaching. According to the data, 99% candidates use Black Board (BB) for learning content, post assignments, check grades, use discussion board, send email and receive emails from the faculty concerning class activities. Smartboards are used by 99% candidates to access information, research, project presentation, and developing instructional materials. Candidates learn excel program to organize data of their students' grades, grade point average (to be viewed by parents), track their students' performance and identify their students' areas of strength and weaknesses. EPP requires all students to prepare an ePortfolio.

All candidates are required to complete EDUC 350, Computers in Education, and its co-requisite early field experience EDUC 504, Technology in the Classroom in which candidates teach students through technology- based instruction. In EDUC 350, candidates learn to use technology to support student learning by creating a WebQuest. The 2015-2017 data demonstrates that out of 148 candidates who represent evidence for this assessment, 80 % candidates have achieved a competent level in CAEP standard 1, only 9 % candidates are at emergent level and 11% candidates did not meet ACEI and CAEP

standards. This data demonstrates that most candidates have technology content knowledge, pedagogical content knowledge (Table 7.1d), knowledge of web-based teaching strategies, they are responsive to diversity, can use technology as a teaching tool, and can develop technology-based curriculum. Through field-based experience at partner-schools, candidates apply their technology skills, develop technology-based projects to implement in diverse and inclusive classrooms. EDUC 350, 355, and 457 are Hybrid courses that are delivered through Blackboard (Table: 7.1e). Candidates use various technology tools to teach their lessons (Tables 7.1g; 7.1n). Candidates record their lessons, transfer videos from one device to the next, and edit videos to demonstrate specific aspects of their teaching (Table 7.1l).

In Clinical Practice (CP), all candidates must infuse technology in their lessons to engage students and teach their content. They are measured by technology component of CP rubric (Tables: 7.1h-7.1j). Candidates are required to videotape a lesson that they teach and show that video to their supervisor and do the video analysis of that video. Candidates complete a technology project that includes an inventory of technology resources and support at their clinical sites, integration and application of technology in a lesson, and the development of a reflective essay on their use of technology (EPP Standards 1, 4, 5, 7, 8; CAEP Standards 1,2,3; ISTE 1; 2). The data comes from EDUC 350 Computers in education technology course assessment, survey instruments, course assignments and rubrics, and CP assessment technology rubric (Tables: 7.1l – 7.1m). The data shows most candidates consistently performed at the exemplary level on EPP technology objectives when using technology in the coursework and in field (Table: 7.1n).

The CP data demonstrates that in Fall 2015, most candidates performed at the Emerging level while in spring 2017 most candidates fell in the Competent level in their use of technology (Tables:7.1c – 7.17.1d, 7.1i-7.1m). This data suggests that during the time faculty increased focus on using technology in their teacher preparation courses, candidates also increased their use of technology. The EDUC 317 is a field-based course in which for the second half of semester candidates stay in the partner site for the class time the host sites provide technology needs of the course. One section of EDUC 350 Computers is Education Course runs as field-based course in which for the second half of semester candidates stay in the partner school for the class time and work with the computer teacher and the instructor in computer room and get immersed in technology rich teaching and learning environment. Across all courses, faculty introduced and used a range of digital tools and technologies to support candidate learning (Table 7.1f).

## Technology Theme Charts

Tables 7.1

**Table 7.1: EPP Technology standards and objectives alignment with CAEP technology standards**

EPP Standards	EPP Standards' Technology Objectives
<p><b>EPP Standard 1: Knowledge</b></p> <p><b>Goal:</b> 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.</p>	<p><u>Objective:</u> 1.3 Use technology proficiently and understand its potential as a tool for teaching and learning.</p> <p>CAEP 1.5, 3.4</p>
<p><b>EPP Standard 2: Personal and Global Consciousness</b></p> <p><b>Goal:</b> 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.</p>	<p><u>Objective:</u> 2.3 Use technology to gain knowledge of the beliefs, values, and perspectives of their own community and communities worldwide.</p> <p>CAEP 1.5, 2.3</p>
<p><b>EPP Standard 3: Analytical Ability</b></p> <p><b>Goal:</b> 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.</p>	<p><u>Objective:</u> 3.4 Use technology as a problem-solving tool to gather, organize and analyze information.</p> <p>CAEP 1.5, 2.1,2.3</p>
<p><b>EPP Standard 4: Creativity</b></p> <p><b>Goal:</b> Candidates conceptualize, design, and develop imaginative and innovative work.</p>	<p><u>Objective:</u> 4.4 View technology as a path to new and effective ways of teaching and learning.</p> <p>CAEP 1.5, 2.1,2.3,3.4</p>

<p><b>EPP Standard 5: Professionalism</b></p> <p><b>Goal:</b> Candidates adopt a reflective practitioner stance toward teaching, learning, and collaboration with parents, colleagues and students that embraces inquiry, reciprocity and critique.</p>	<p><u>Objective:</u> 5.3 Use technology and other media to enhance learning.</p> <p><u>Objective:</u> 5.5 Use technology as a tool for teaching and learning.</p> <p>CAEP 1.5, 2.1,2.3, 3.4</p>
<p><b>EPP 6: Effective Communication</b></p> <p><b>Goal:</b> Candidates speak and write in appropriate registers depending on audiences and purposes and as a tool to share, analyze demonstrate comprehensive fluency in numeracy.</p>	<p><u>Objective:</u> 6.2 Use technology as an efficient and innovative means of communication.</p> <p>CAEP 2.1, 2.3, 3.4</p>
<p><b>EPP Standard 7: Collaboration</b></p> <p><b>Goal:</b> Candidates work effectively with other constituencies by seeking out others’ ideas, valuing multiple points of view, and building cooperative relationships.</p>	<p><u>Objective:</u> 7.3 Use technology and synthesize ideas.</p> <p>CAEP 1.5, 2.1,2.3, 3.4</p>
<p><b>EPP Standard 8: Commitment and Care</b></p> <p><b>Goal:</b> Candidates practice social justice, with others, believe that all children can learn, hold high expectations themselves, and carry out sustained commitment to teaching and learning.</p>	<p><u>Objective:</u> 8.4 Recognize technology as a source of continuous education.</p> <p>CAEP 1.5, 2.1,2.3, 3.4</p>

**Table 1.7b: Summary of EPP’s Technology Activities Across the Program**

**Candidate Performances on Technology-Related Course Activities Across the Program**

Fall 2014-Spring 2015

Couse Work Early Field/Clinical Practice	Learning Experience	Technology Integration and Proficiencies	Exemplary	Competent	Emerging	Unsatisfactory
EDUC 102: Introduction to the World of the Learners N=142	Educational Autobiography (ePortfolio Project)	ePortfolio, PowerPoint, Video clips, Smartboard, Blackboard. (1.5, 2.1,2.3,3.4)	46 (32%)	42(30%)	37(26%)	17(12%)
EDUC 152: Introduction to Special Education N=128	Group presentation	PowerPoint presentation tools and multimedia tools, videos & simulation materials. (1.5, 2.1,2.3,3.4)	120(94%)	0(0%)	4(.03%)	4 (.03%)
EDUC 203: Introduction to Developmental Disabilities N=8	Case study presentation; Resource guide	Assistive technology tools, tablets, laptops, websites, videos. (1.5, 2.1,2.3,3.4)	5(29%)	12(71%)	0(0%)	0(0%)
EDUC 252: Principles of Early Intervention: Needs of Infants, Toddlers and Young Children with Developmental Disabilities N=20	Memoir Project: PowerPoint presentation	PowerPoint presentation tools and multimedia tools, Video, Blackboard. (1.5, 2.1,2.3,3.4)	15(75%)	4 (20%)	1 (5%)	0 (0%)
EDUC 350: Computers in Education N=44	WebQuest, Assistive technology research, internet lesson plan, ePortfolio	Blackboard, web resources, multimedia tools, Microsoft Word or multi-media software, Hyperstudio or PowerPoint. (1.5, 2.1,2.3,3.4)	22(50%)	16(36%)	4(9%)	2(4.5%)
EDUC 302: Curriculum and Instruction in Early Childhood Education N=12	Thematic unit, teaching with technology	Smartboard, assistive technology, web resources. (1.5, 2.1,2.3,3.4)	8(66%)	4(40%)	0(0%)	0(0%)
EDUC 307: Educational Psychology N=48	Projects to scaffold the development of a learning center psychological principles Essays, applying theories to education- based scenarios.	Blackboard, videoclips, laptops, iPads, PowerPoint. (1.5, 2.1,2.3,3.4)	46 (32%)	42(30%)	37(26%)	17(12%)
EDUC 314: Teaching Elementary Social Studies N=5	Interdisciplinary unit plan	Blackboard, ePortfolio, videos, distance learning. (1.5, 2.1,2.3,3.4)	46 (32%)	42(30%)	37(26%)	17(12%)

EDUC 315: Teaching of Mathematics: N=36	Website research, Unit Plan, Modified lesson plan	Websites, ebooks, applets, video clips, assistive technology tools, Blackboard, distance learning. (1.5, 2.1,2.3,3.4)	17 (71%)	4 (29%)	0(0%)	0(0%)
EDUC 317: Teaching Science N=11	Interdisciplinary unit plan	PowerPoint, Blackboard, videoclips, videos, simulations, distance learning. (1.5, 2.1,2.3,3.4)	10 (98%)	1 (09%)	0 (0%)	0 (0%)
EDUC 311: Teaching Reading 1 N=12	Reading family project and group presentation, Reading instruction and assessment plan	Blackboard, Smartboard, PowerPoint, Web resources, PowerPoint, assistive technology. (1.5, 2.1,2.3,3.4)	4(33%)	8(67%)	0(0%)	0(0%)
EDUC 312: Teaching Reading 2 N=12	Guided Reading Lesson & Reflection	Blackboard, Smartboard, videos, PowerPoint. (1.5, 2.1,2.3,3.4)	6(50%)	6(50%)	0(0%)	0(0%)
EDUC 381: Reading Methods and Materials for Exceptional Learners N=33	Reading Intervention Plan	Blackboard, smartboard, videos, and Assistive technology. (1.5, 2.1,2.3,3.4)	8 (24%)	15 (45%)	1 (.03%)	0 (0%)

**Table 1.7bi: Candidate Performances on Technology-Related Course Activities Across the Program**

Fall 2015-Spring 2016

Couse Work Early Field/Clinical Practice	Learning Experience	Technology Integration and Proficiencies	Exemplary	Competent	Emerging	Unsatisfactory
EDUC 102: Introduction to the World of the Learners N=136	Educational Autobiography (ePortfolio Project)	ePortfolio, PowerPoint, Video clips, Smartboard, Blackboard. (1.5, 2.1,2.3,3.4)	38(28%)	80(59%)	18(15%)	0(0%)
EDUC 152:Introduction to Special Education N=120	Group presentation	PowerPoint presentation tools and multimedia tools, videos & simulation materials. (1.5, 2.1,2.3,3.4)	41(34%)	53(44%)	26(22%)	0(0%)
EDUC 203: Introduction to Developmental Disabilities N=17	Case study presentation; Resource guide	Assistive technology tools, tablets, laptops, websites, videos. (1.5, 2.1,2.3,3.4)	4(24%)	13(76%)	0(0%)	0(0%)
EDUC 252: Principles of Early Intervention: Needs of Infants, Toddlers and Young Children	Memoir Project: PowerPoint presentation	PowerPoint presentation tools and multimedia tools, Video, Blackboard. (1.5, 2.1,2.3,3.4)	6(23%)	20(77%)	0(0%)	0(0%)

with Developmental Disabilities N=26						
EDUC 350: Computers in Education  N=25	WebQuest	Blackboard, web resources, multimedia tools, Microsoft Word or multi-media software, Hyperstudio or PowerPoint, ePortfolio technology, assistive technology. (1.5, 2.1,2.3,3.4)	16(64%)	6(24%)	1(.04%)	6(24%)
EDUC 302: Curriculum and Instruction in Early Childhood Education N=12	Thematic unit, teaching with technology	Smartboard, assistive technology, web resources. (1.5, 2.1,2.3,3.4)	8(66%)	4(40%)	0(0%)	0(0%)
EDUC 307: Educational Psychology N=46	projects to scaffold the development of a learning center psychological principles Essays, applying theories to education-based scenarios.	Blackboard, video clips, laptops, ipads, PowerPoint. (1.5, 2.1,2.3,3.4)	12(26%)	29(63%)	5(11%)	0(0%)
EDUC 311: Teaching Reading 1 N=18	Reading family project and group presentation, Reading instruction and assessment plan	Blackboard, Smartboard, PowerPoint, Web resources, PowerPoint, assistive technology. (1.5, 2.1,2.3,3.4)	4(33%)	8(67%)	0(0%)	0(0%)
EDUC 312: Teaching Reading 2 N=18	Guided Reading Lesson & Reflection	Blackboard, Smartboard, videos, PowerPoint, Softchalk	6(50%)	6(50%)	0(0%)	0(0%)
EDUC 314: Teaching Elementary Social Studies N=0	Interdisciplinary unit plan	Blackboard, ePortfolio, videos, distance learning. (1.5, 2.1,2.3,3.4)				
EDUC 315: Teaching of Mathematics: N=24	Website research, Unit Plan, Modified lesson plan	Websites, ebooks, applets, video clips, assistive technology tools, Blackboard, distance learning. (1.5, 2.1,2.3,3.4)	9(38%)	14(54%)	2(8%)	0(0%)
EDUC 317: Teaching Science N=8	Interdisciplinary unit plan	PowerPoint, Blackboard, video clips, videos, simulations, distance learning	0(0%)	8(100%)	0(0%)	0(0%)
EDUC 381: Reading Methods and Materials for Exceptional Learners	Reading intervention plan, guided reading lesson & reflection	Blackboard, Smartboard, PowerPoint, assistive technology. (1.5, 2.1,2.3,3.4)	5(25%)	15(75%)	0(0%)	0(0%)

N=20						

**Table 1.7bii: Candidates Performances on Technology-Related Course Activities Across the Program**

Fall 2016-Spring 2017

Couse Work Early Field/Clinical Practice	Learning Experience	Technology Integration and Proficiencies	Exemplary	Competent	Emerging	Unsatisfactory
EDUC 102: Introduction to the World of the Learners N=143	Group presentation	PowerPoint presentation tools and multimedia tools, videos & simulation materials. (1.5, 2.1,2.3,3.4)	34(24%)	105(73%)	4(3%)	0(0%)
EDUC 152:Introduction to Special Education N=103	Case- study presentation; Resource guide	Assistive technology tools, tablets, laptops, websites, videos, Blackboard. (1.5, 2.1,2.3,3.4)	25(24%)	61(59%)	17(17%)	0(0%)
EDUC 203: Introduction to Developmental Disabilities N=17	Memoir Project: PowerPoint presentation	PowerPoint presentation tools and multimedia tools, Video, Blackboard. (1.5, 2.1,2.3,3.4)	4(24%)	11(65%)	2(11%)	0(0%)
EDUC 252: Principles of Early Intervention: Needs of Infants, Toddlers and Young Children with Developmental Disabilities N=26	Projects to scaffold the development of a learning center psychological principles Essays, applying theories to education-based scenarios.	Blackboard, webresources, multimedia tools, Microsoft Word or multi-media software, Hyperstudio or PowerPoint. (1.5, 2.1,2.3,3.4)	10(38%)	16(62%)	0(0%)	0(0%)
EDUC 350: Computers in Education N=79	WebQuest, Assistive technology research, internet lesson plan, ePortfolio	Blackboard, videoclips, laptops, ipads, PowerPoint, website resources, assistive technology, excel program, smartboard. (1.5, 2.1,2.3,3.4)	42(53%)	20(25%)	8(10%)	9(11%)
EDUC 307: Educational Psychology N=44	Interdisciplinary unit plan	Blackboard, ePortfolio, videos, website resources, PowerPoint. (1.5, 2.1,2.3,3.4)	14(32%)	28(64%)	2(5%)	0(0%)
EDUC 311: Teaching Reading 1 N=34	Reading family project and group presentation, Reading	Blackboard, Smartboard, PowerPoint, Web resources, PowerPoint, assistive	15(44%)	18(53%)	2(.05%)	0(0%)

	instruction and assessment plan	technology. (1.5, 2.1,2.3,3.4)				
EDUC 312: Teaching Reading 2 N=34	Guided Reading Lesson & Reflection	Blackboard, Smartboard, videos, PowerPoint, website resources. (1.5, 2.1,2.3,3.4)	15(44%)	18(53%)	2(.05%)	0(0%)
EDUC 314: Teaching Elementary Social Studies N=13	Interdisciplinary unit plan	Websites, ebooks, applets, video clips, assistive technology tools, Blackboard, distance learning, ePortfolio. (1.5, 2.1,2.3,3.4)	0(0%)	13(100%)	0(0%)	0(0%)
EDUC 315: Teaching of Mathematics: N=36	Website research, Unit Plan, Modified lesson plan	PowerPoint, Blackboard, videoclips, videos, websites, ebooks, applets. (1.5, 2.1,2.3,3.4)	0(0%)	36(100%)	0(0%)	0(0%)
EDUC 317: Teaching Science N=8	Interdisciplinary lesson plan	Blackboard, Smartboard, PowerPoint, distance learning, simulations. (1.5, 2.1,2.3,3.4)	0(0%)	8(100%)	0(0%)	0(0%)
EDUC 381: Reading Methods and Materials for Exceptional Learners N=33	Reading intervention project, Guided Reading Lesson & Reflection	Blackboard, Smartboard, videos, PowerPoint, assistive technology. (1.5, 2.1,2.3,3.4)	3(9%)	30(91%)	0(0%)	0(0%)

**Table 1.7c: Candidates Performance on Technology-Related Early Field and Clinical Activities:**

Fall 2014-Spring 2015

Couse Work Early Field/Clinical Practice	Learning Experience	Technology Integration and Proficiencies	Exemplary	Competent	Emerging	Unsatisfactory
EDUC 501: Shadowing Professionals N=133	Educational Autobiography (ePortfolio Project)	ePortfolio, PowerPoint, Video clips, Smartboard, Blackboard. (1.5, 2.1,2.3,3.4)	114(86%)	19(14%)		
EDUC 502: Observation in Education N=118	Group presentation	PowerPoint presentation tools and multimedia tools, videos & simulation materials. (1.5, 2.1,2.3,3.4)	0(0%)	118(100%)	0(0%)	0(0%)
EDUC 504: Technology in classroom N=44	Teaching with WebQuest	Blackboard, videoclips, laptops, ipads, PowerPoint, website resources, assistive technology, excel program, smartboard. (1.5, 2.1,2.3,3.4)	42(53%)	20(25%)	8(10%)	9(11%)

EDUC 505: Working with individual learners N=29	Case study presentation; Resource guide, teaching modified lesson	Assistive technology tools, tablets, laptops, websites, videos. (1.5, 2.1,2.3,3.4)	2(7%)	27(93%)	0(0%)	0(0%)
EDUC 506: Working with small group of learners N=27	Family Science fair, case study/guided reading lesson, lesson plan on an era or event, in New York, based on American or Global history	PowerPoint presentation tools and multimedia tools, Video, Blackboard, ePortfolio, Smartboard, distance learning. (1.5, 2.1,2.3,3.4)	0(0%)	27(100%)	0(0%)	0(0%)
EDUC 507: Curriculum research and design N=22	Memoir Project: PowerPoint presentation,	Blackboard, webresources, multimedia tools, Microsoft Word or multi-media software, Hyperstudio or PowerPoint. (1.5, 2.1,2.3,3.4)	0(0%)	22(100%)	0(0%)	0(0%)
EDUC 491/492: Clinical practice N=42	Interdisciplinary unit plan, videotaped lesson plan	ePortfolio, video recording, video editing, video analysis, ebooks, PowerPoint, Smartboard, website resources. (1.5, 2.1,2.3,3.4)	0(0%)	42(100%)	0(0%)	0(0%)

**Table 1.7ci: Candidates Performance on Technology-Related Early Field and Clinical Activities**

Fall 2015-Spring 2016

Couse Work Early Field/Clinical Practice	Learning Experience	Technology Integration and Proficiencies	Exemplary	Competent	Emerging	Unsatisfactory
EDUC 501: Shadowing Professionals N=126	Educational Autobiography (ePortfolio Project)	ePortfolio, PowerPoint, video clips, Smartboard, Blackboard. (1.5, 2.1,2,3,3.4)	0(0%)	120(79%)	6(.04%)	0(0%)
EDUC 502: Observation in Education N=117	Group presentation	PowerPoint presentation tools and multimedia tools, videos & simulation materials	0(0%)	112(96%)	5(4%)	0(0%)
EDUC 504: Technology in classroom N=29	WebQuest, Assistive technology research, internet lesson plan, ePortfolio	Blackboard, web resources, multimedia tools, Microsoft Word or multi-media software, Hyperstudio or PowerPoint, ePortfolio technology, assistive technology. (1.5, 2.1,2.3,3.4)	16(64%)	6(24%)	1(.04%)	6(24%)

EDUC 505: Working with individual learners N=22	Case study presentation; Resource guide	Blackboard, videoclips, laptops, iPads, PowerPoint. (1.5, 2.1,2.3,3.4)	0(0%)	22(100%)	0(0%)	0(0%)
EDUC 506: Working with small group of learners N=19	Memoir Project: PowerPoint presentation, family science fair, lesson plan on an era or event, in New York, based on American or Global history	PowerPoint presentation tools and multimedia tools, Video, Blackboard, distance learning. (1.5, 2.1,2.3,3.4)	19(100%)	0(0%)	0(0%)	0(0%)
EDUC 507: Curriculum research and design N=41	Projects to scaffold the development of a learning center psychological principles Essays, applying theories to education-based scenarios.	Blackboard, web resources, multimedia tools, Microsoft Word or multi-media software, Hyperstudio or PowerPoint. (1.5, 2.1,2.3,3.4)	0(0%)	41(100%)	0(0%)	0(0%)
EDUC 491/492: Clinical practice N=47	Interdisciplinary unit plan, Videotaping a lesson	ePortfolio, video recording, video editing, video analysis, ebooks, PowerPoint, Smartboard, website resources. (1.5, 2.1,2.3,3.4)	0(0%)	47(100%)	0(0%)	0(0%)

**Table 1.7cii: Candidates Performance on Technology-Related Early Field and Clinical Activities**

Fall 2016-Spring 2017

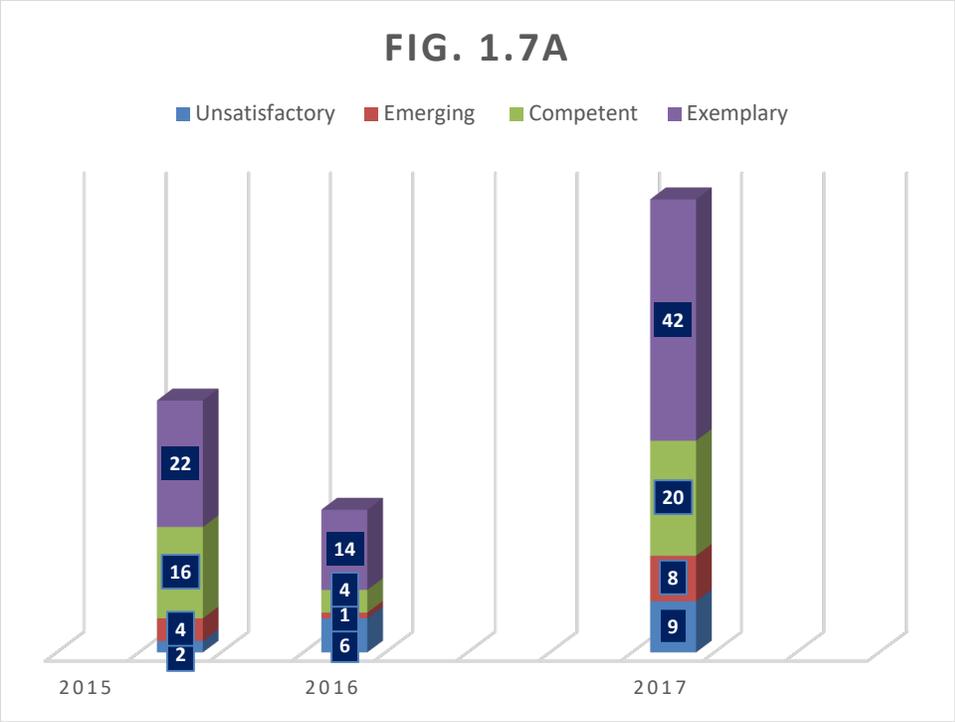
Couse Work Early Field/Clinical Practice	Learning Experience	Technology Integration and Proficiencies	Exemplary	Competent	Emerging	Unsatisfactory
EDUC 501: Shadowing Professionals N=121	Educational Autobiography (ePortfolio Project)	ePortfolio, PowerPoint, video clips, Smartboard, Blackboard (1.5, 2.1,2.3,3.4)	21(21%)	100(82%)	0(0%)	0(0%)
EDUC 502: Observation in Education N=101	Group presentation	PowerPoint presentation tools and multimedia tools, videos & simulation materials (1.5, 2.1,2.3,3.4)	0(0%)	87(86%)	14(14%)	0(0%)
EDUC 504: Technology in classroom N=79	Teaching WebQuest	Blackboard, webresources, multimedia tools, Microsoft Word or multi-media software, Hyperstudio or PowerPoint, assistive	42(53%)	20(25%)	8(10%)	9(11%)

		technology. (1.5, 2.1,2.3,3.4)				
EDUC 505: Working with individual learners N=35	Case-study presentation; Resource guide	Assistive technology tools, tablets, laptops, websites, videos. (1.5, 2.1,2.3,3.4)	0(0%)	35(100%)	0(0%)	0(0%)
EDUC 506: Working with small group of learners N=34	Memoir Project: PowerPoint presentation	PowerPoint presentation tools and multimedia tools, Video, Blackboard	0 (0%)	34(100%)	0 (0%)	0 (0%)
EDUC 507: Curriculum research and design N=14	WebQuest, Assistive technology research, internet lesson plan, ePortfolio	Blackboard, web resources, multimedia tools, Microsoft Word or multi-media software, Hyperstudio or PowerPoint. (1.5, 2.1,2.3,3.4)	0 (0%)	14(100%)	0 (0%)	0 (0%)
EDUC 491/492: Clinical practice N=32	Interdisciplinary unit plan, videotaping a lesson	Blackboard, ePortfolio, videos, distance learning (1.5, 2.1,2.3,3.4)	0 (0%)	32(100%)	0 (0%)	0 (0%)

**Table 1.7d: Overall Candidate Outcomes across all Programs on WebQuest Designing and Teaching the WebQuest**

Rubric Element: Knowledge of content and effective use of technology to enhance knowledge of discipline specific content.

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015					
	44	2	4	16	22
2016	25	6	1	4	14
2017		9	8	20	42
	79				
<b>Total</b>	<b>148</b>	<b>11.49%</b>	<b>8.78%</b>	<b>27.03%</b>	<b>53%</b>

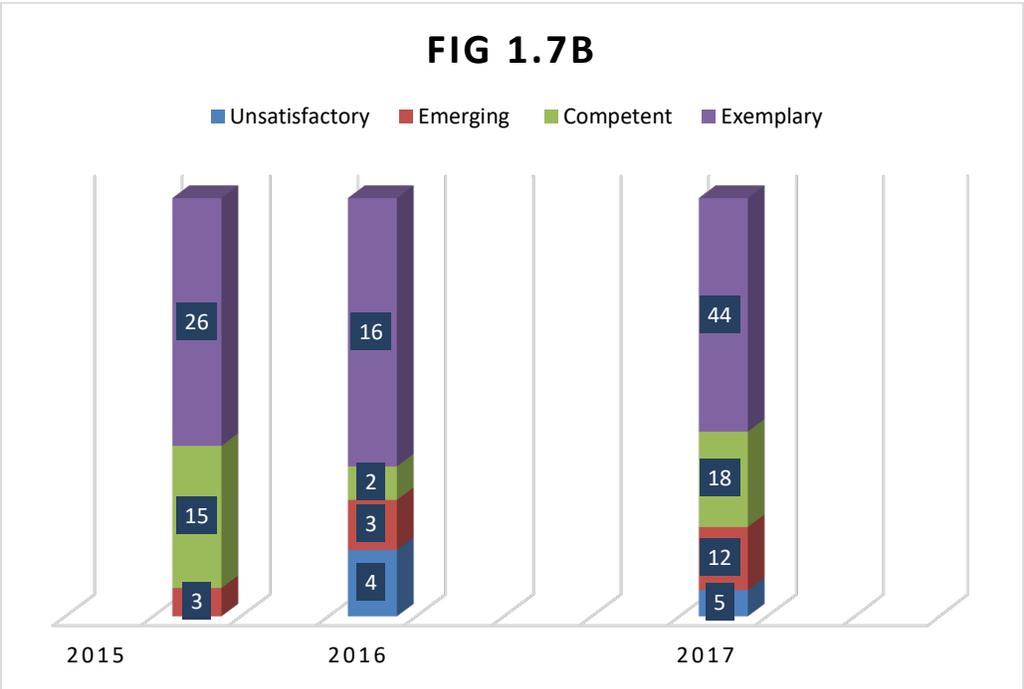


**Table 1.7e: EDUC 504 and EDUC 350 Candidate Technology Performances**

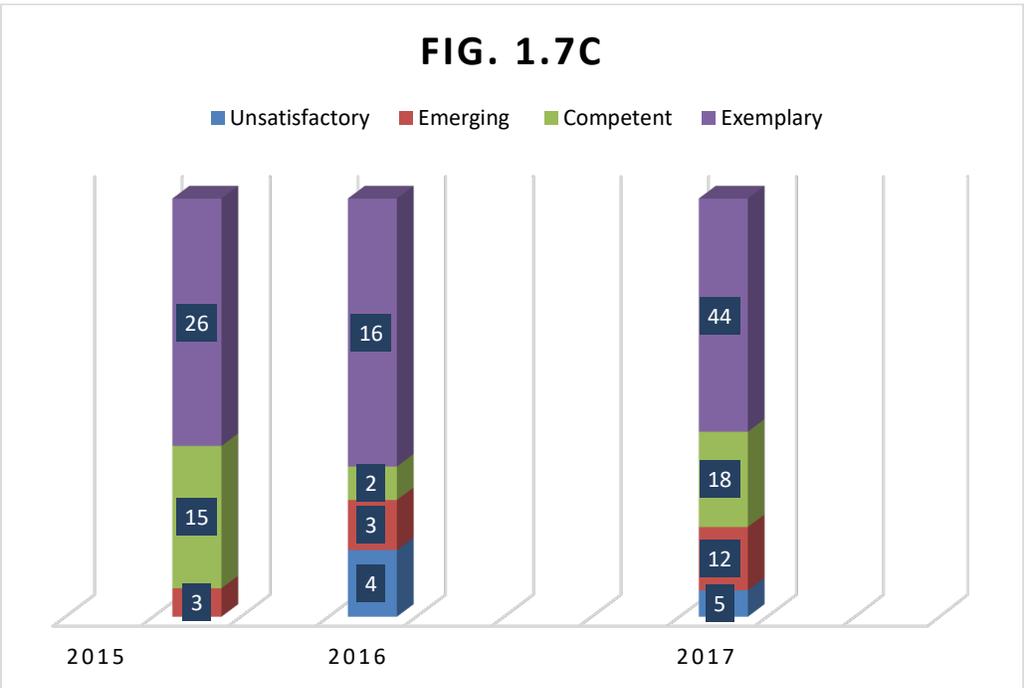
Rubric: Demonstrates thorough understanding of technology as a tool for instruction.

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	44	0	3	15	26
2016	25	4	3	2	16
2017	79	5	12	18	44
TOTAL	148%	6.08%	12.16%	23.65%	58.11%

**FIG 1.7B**



**FIG. 1.7C**



**Table: 1.7f: Use of technology tools by Faculty**

<b>Technology Tools</b>	<b>Purpose of Use</b>	<b>Percentage of Uses</b>
<b>Black Board and ECHO 360</b>	Course management, assessment, data organization, instruction delivery, communication	99%
<b>Smart Boards</b>	Instruction delivery, surfacing website, research	99%
<b>Power Point</b>	Instruction delivery, presentations	100%
<b>Website Resources</b>	Research, assessment, enhance instruction	100%
<b>Videos</b>	Instruction, presentations	80%
<b>ePortfolio</b>	Assessment, improved teaching and learning through reflective, integrative pedagogy	30%
<b>ebooks</b>	Instruction	40%
<b>Simulations, Virtual Reality</b>	To enhance instruction	40%
<b>Excel Software</b>	Data collection	50%
<b>Distance Learning</b>	Collaboration with universities and faculty beyond USA	20%
<b>Soft Chalk</b>	Instruction delivery	30%
<b>Skype</b>	Collaboration, instructional delivery	80%
<b>Online Instruction/digital instruction and learning Technology</b>	Instruction	40%
<b>Cloud Based Technology</b>	Instruction, Assessment, Data Collection Space	80%

**Table: 1.7g: Use of Technology Tools by Candidates between 2015-2017**

The following data comes from the evidence of candidates' work, surveys, and document analysis throughout the program and guidelines provided by faculty to candidates.

<b>Technology Tools</b>	<b>Purpose of Technology Use</b>	<b>Percentage of Uses</b>
<b>Black Board</b>	Learning, posting assignment, discussion, grade information	99%
<b>Smart Boards</b>	Project presentations and learning	99%
<b>Power Point</b>	Project presentation	80%
<b>Website Resources</b>	Writing research paper, getting information	99%
<b>Videos</b>	Projects, presentations, critical analysis	80%
<b>ePortfolio</b>	Showcasing achievement	80%
<b>ebooks</b>	For projects	40%
<b>Simulations, Virtual Reality</b>	For projects	20%
<b>Excel Software</b>	Data management (To organize students' grade, and grade point average, students' academic performance, areas of strength and improvements).	70%
<b>Distance Learning</b>	Learning and teaching	20%
<b>Soft Chalk</b>	Learning and teaching	30%
<b>Skype</b>	N/A	
<b>SMARTTHINKING</b>	Homework help	30%
<b>Online Instruction/digital instruction and learning Technology (Workshops)</b>	Preparation for tests and academic preparation	100%
<b>Cloud Based Technology</b>	Learning content, saving documents, assignment submission	80%

**Table: 1.7h: Technology Performance Across the Program on EPP Objectives**

<b>Objective/ Criterion</b>	<b>Year</b>	<b>Unsatisfactory</b>	<b>Emergent</b>	<b>Competent</b>	<b>Exemplary</b>
<u>EPP Objective:</u> 1.3	2015	1%	0%	0%	99%
	2016	1%	0%	0%	99%
	2017	1%	0%	0%	99%
<u>EPP Objective:</u> 2.3	2015	0%	0%	2%	98%
	2016	0%	0%	2%	98%
	2017	0%	0%	2%	98%
<u>EPP Objective:</u> 3.4	2015	0%	0%	2%	98%
	2016	0%	0%	2%	98%
	2017	0%	0%	2%	98%
<u>EPP Objective:</u> 4.4	2015	0%	0%	0%	100%
	2016	0%	0%	0%	100%
	2017	0%	0%	0%	100%
<u>Objective:</u> 5.3 <u>Objective:</u> 5.5	2015	0%	0%	0%	100%
	2016	0%	0%	0%	100%
	2017	0%	0%	0%	100%
<u>Objective:</u> 6.2	2015	0%	0%	0%	100%
	2016	0%	0%	0%	100%
	2017	0%	0%	0%	100%
<u>Objective:</u> 7.3	2015	1%	0%	0%	99%
	2016	1%	0%	0%	99%
	2017	1%	0%	0%	99%
<u>Objective:</u> 8.4	2015	1%	9%	10%	80%
	2016	1%	9%	10%	89%
	2017	1%	9%	10%	89%

**Table 1.7i: Candidate Performance on Technology Enhanced Lessons: 2015**

Clinical Practice Experience Assessment: College Supervisor Ratings	College Supervisor	Cooperating Teacher
		2017 N= 18
<i>Design of learning opportunities that apply technology-enhanced instructional strategies</i>	100% Competent	100% Competent
<i>Implementation of curriculum plans that include methods and strategies for applying technology to maximize student learning</i>	100% Competent	100% Competent
<i>Application of technology to facilitate a variety of effective assessment and evaluation strategies</i>	100% Competent	100% Competent

**Table 1.7j: Candidate Performance on Technology Enhanced Lessons: 2016**

Clinical Practice Experience Assessment: College Supervisor Ratings	College Supervisor	Cooperating Teacher
		2016 N= 19
<i>Design of learning opportunities that apply technology-enhanced instructional strategies</i>	100% Competent	100% Competent
<i>Implementation of curriculum plans that include methods and strategies for applying technology to maximize student learning</i>	100% Competent	100% Competent

<i>Application of technology to facilitate a variety of effective assessment and evaluation strategies</i>	100% Competent	100% Competent
--	-------------------	-------------------

**Table 1.7k: Candidate Performance on Technology Enhanced Lessons: 2017**

Clinical Practice Experience Assessment: College Supervisor Ratings	College Supervisor	Cooperating Teacher
	2017 N= 22	
<i>Design of learning opportunities that apply technology-enhanced instructional strategies</i>	100% Competent	100% Competent
<i>Implementation of curriculum plans that include methods and strategies for applying technology to maximize student learning</i>	100% Competent	100% Competent
<i>Application of technology to facilitate a variety of effective assessment and evaluation strategies</i>	100% Competent	

**Table: 1.7i: Use of Technology by Clinical Practice Students**

**Technology Tools Used During Clinical Practice For Teaching**

Year	N=	No Tech tools	Smartboard	PowerPoint	Laptops	Videos/ Videoclips	Website Resources	eBooks	Virtual Manipulative
2017-	34	5	7	3	2	8	7	2	0
2016	23	4	6	2	1	5	2	2	1
2015	16	0	4	4		4	1	1	1

**Table: 1.7m: Rubric element used to evaluate candidates’ use of technology during student teaching**

<b>Standard 3.5: Communication to Foster Collaboration</b>	<b>Unsatisfactory: SCORE 0 Grade Range: D/F (60-69)</b>	<b>Emerging: SCORE 1 Grade Range: C/C+ (70-79)</b>	<b>Competent: SCORE 2 Grade Range: B-/B/B+ (80-89)</b>	<b>Exemplary: SCORE 3 Grade Range: A-/A (90-100)</b>
Candidates use various media and technological tools to enhance and enrich learning.	Candidates’ lessons do not meet required ACEI Standard 3.5 element.	Candidates’ lessons use basic communication tools – overhead projectors, tape recorders – to aid in their teaching.	Candidates create effective and creative power point presentations for their lessons. They use some innovative technology – computer cameras and webcams – when available to enhance children’s learning.	Candidates create lessons that integrate the use of technology for teaching, i.e., power point presentations and interactive video programs. They engage children in using a variety of media and technology learning tools, like Webquests, Skype, and creating videos in response to assignments, that both enrich and enhance children’s engagement in learning and acquisition of content knowledge.

**Table 1.7n: Summary of Special Education Candidates' Use of Technology: Clinical Practice 2015-2017**

Dimension/Rubric Element	N	Exemplary	Competent	Emerging	Unsatisfactory
<b>PLANNING RUBRIC</b>	<b>Term</b>				
<p><i>Planning and designing innovative learning experiences:</i> Special education candidate uses an understanding of developmentally appropriate learning practices and evidence-based instructional strategies, including Response to Intervention (RTI), Positive Behavioral Support (PBS), environmental routines, individual and cooperative projects, inquiry experiences and systematic instruction to enhance critical thinking, problem solving and performance skills. Plan emphasizes the importance of learning experiences on the development, maintenance, and generalization across settings and over time for students with ELN. Candidate identifies sources of specialized materials, curricula, resources and includes strategies for integrating student initiated learning experiences into instruction and adaptations <b>and technology for students with</b></p>	N=12				
	FA 14	4	6	2	0
	SP 15	7	4	1	0
	N=14				
	FA 15	5	8	1	0
	SP 16	7	6	1	0

<b>ELN. [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2]</b>  <b>INTASC Standard 7 – Planning for Instruction and Standard 5 – Application of Content]</b>	<b>N=5</b>  <b>FA</b>  <b>16</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>SP</b>  <b>17</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>
<b><i>Instructional Planning Methods:</i></b> <b>Special education candidate demonstrates understanding of how best to teach, and is guided by individualized decision-making and instruction to create and select teaching methods, activities and materials that are aligned with NY State Learning Standards in the general curriculum and emphasizes adaptations, including accommodations and modifications for students with ELN. Candidate discusses theories and research that form the basis of curriculum development and instructional practice, the scope and sequence of general and special education curricula, and the NY curricular standards addressed in the lesson. Candidate incorporates behavior management with academic instruction and identifies the roles and responsibilities of cooperating</b>					
	<b>N=14</b>  <b>FA</b>  <b>15</b>	<b>5</b>	<b>7</b>	<b>2</b>	<b>0</b>
	<b>SP</b>  <b>16</b>	<b>7</b>	<b>6</b>	<b>1</b>	<b>0</b>
	<b>N=5</b>  <b>FA</b>  <b>16</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>
	<b>SP</b>  <b>17</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>0</b>

<p>teachers and support staff in instruction, intervention and direct service. <b>Technology Enhanced Instruction:</b> Special education candidate designs developmentally appropriate learning opportunities that apply technology enhanced instruction and makes provisions for the use of assistive technology, alternative and augmentative communication strategies and devices to support the diverse needs of learners with ELN. [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.3]</p> <p>[INTASC Standard 7: Planning for Instruction]</p>	<p>N=12</p>				
	<p>FA 14</p>	4	6	2	0
	<p>SP 15</p>	6	5	1	0
	<p>N=12</p>				
	<p>FA 14</p>	7	4	1	0
	<p>SP 15</p>	8	4	0	0
<p>N=14</p>					
<p>FA 15</p>	7	5	2	0	
<p>SP 16</p>	8	5	1	0	

	N=5 FA 16	3	1	1	0
	SP 17	1	2	2	0
<p><i>Teaching Learners with Diverse Needs: Special education candidate recognizes the unique characteristics of students with exceptional learning needs and provides the support, [including augmentative and assistive technology] to encourage individual students' development, acquisition of knowledge, and motivation. [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]</i></p> <p>INTASC Standard 2 – Learning Differences: 2(a)]</p>	N=12 FA 14	6	5	1	0
	SP 15	6	6	0	0
	N=14 FA 15	5	8	1	0
	SP 16	5	9	0	0
	N=5 FA 16	2	2	1	0

	SP 17	2	2	1	0
<p><i>Using Effective Strategies to Promote Active Engagement in Learning:</i> Special education candidate understands individual and group motivation and behavior, and selects, adapts, and uses instructional strategies and materials, including research-supported methods for academic and nonacademic instruction. Candidate further identifies and teaches basic structures and relationships within and across curricula.</p> <p><b>Technology Enhanced Instruction:</b> Special education candidate implements curriculum content using developmentally appropriate adaptations and technology for all individuals with exceptional learning needs [CEC Initial Preparation Standard 5-Instructional Planning and Strategies: 5.1, 5.2, 5.3]</p> <p>[INTASC Standard 8 – Instructional Strategies: 8(a)]</p>	N=12 FA 14	7	5	0	0
	SP 15	6	5	1	0
	N=14 FA 15	5	9	0	0
	SP 16	5	9	0	0
	N=5 FA 16	2	2	1	0
	SP 17	1	3	1	0

<p><b>Using Effective Instructional Plans: Special education candidate identifies and prioritizes areas of the general curriculum, makes accommodations for individuals with exceptional learning needs, selects and uses specialized instructional strategies appropriate to the abilities and needs of the students and incorporates and implements instructional and assistive technology into the lesson.</b></p>					
	N=14				
	FA				
	15	6	6	2	0
	SP				
	16	6	6	2	0
<p><b>Candidate prepares and organizes materials to implement daily lesson plans, uses instructional time effectively, implements individualized reinforcement systems and environmental modifications at levels equal to the intensity of students' behaviors.</b></p>	N=5				
	FA				
	16	3	1	1	0
	SP				
17	1	3	1	0	
<p><b>Candidate makes responsive adjustments to instruction based on continual observations, and evaluates and modifies instructional practices in response to ongoing assessment data.</b></p>	N=12				
	FA 14	6	5	1	0
	SP				
<p>[CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.2, 3.3]</p> <p>[INTASC Standard 4 – Content Knowledge: 4(f)]</p> <p>[INTASC Standard 7: Planning for Instruction: 7(a)]</p>	15	6	4	2	0

<b>Mathematics Rubric</b>  <b>Use appropriate adaptations and technology for all individuals with exceptional learning needs</b>	N=12				
	FA 14	6	6	0	0
	SP 15	6	5	1	0
	N=14				
	FA 15	5	6	3	0
	SP 16	5	7	2	0
	N= 5				
	FA 16	2	3	0	0
	SP 17	2	3	0	0
<b>Use task analysis approaches [including technology] to solve mathematical problems</b>	N= 12				
	FA 14	6	4	2	0
		6	6	0	0

	<b>SP 15</b>				
	<b>N=14 FA 15 SP 16</b>	<b>5</b>	<b>7</b>	<b>2</b>	<b>0</b>
	<b>N=5 FA 16 SP 17</b>	<b>2</b> <b>2</b>	<b>2</b> <b>2</b>	<b>1</b> <b>1</b>	<b>0</b> <b>0</b>

**Appendix 1.7A: Technology Survey Instrument – Clinical Practice Candidates**

Survey instrument used for getting data on Technology uses by *Clinical Practice Candidates*

<b>Technology Tools/Resources</b>	<b>Using for Instruction in Clinical Practice Classrooms</b>	<b>Using For Certification Purposes</b>	<b>Require your Students to use</b>
<b>Black Board</b> Learning, posting assignment, discussion, grade information			
<b>Smart Boards</b> Project presentations and learning			
<b>Power Point</b> Project presentation			
<b>Website Resources</b> Writing research paper, getting information			
<b>Videos</b> Projects, presentations, critical analysis			
<b>Videomaking Tools</b>			

<b>Creating, editing, and uploading videos</b>			
<b>ePortfolio</b> Portfolio submission for edTPA certification			
<b>ebooks</b> For instruction			
<b>Instructional Software and Applets</b>			
<b>Simulations, Virtual Reality</b> For instruction			
<b>Excel Software</b> Data management (To organize students' grade, and grade point average, students' academic performance, etc).			
<b>Soft Chalk</b> For instruction			
<b>SMARTTHINKING</b> Homework help			
<b>Online Instruction/digital instruction and learning Technology</b>			
<b>Cloud Based Technology</b> Uploading instructional and learning content, saving documents, assignment submission			

**Appendix 1.7B: Technology Survey Instrument - Faculty**

Survey instrument used for getting data on Technology uses by *Faculty for instruction*

<b>Technology Tools/Resources</b>	<b>Using for Instruction in your Courses</b>	<b>Require Students/Candidates to use</b>
<b>Black Board</b> Learning, posting assignment, discussion, grade information		
<b>Smart Boards</b> Project presentations and learning		
<b>Power Point</b> Project presentation		
<b>Website Resources</b> Writing research paper, getting information		
<b>Videos</b> Projects, presentations, critical analysis		
<b>Video Making Tools</b>		

<b>ePortfolio</b> For tracking candidates' performance, teaching them how to make Professional ePortfolio		
<b>ebooks</b> For instruction		
<b>Instructional Software and Applets</b>		
<b>Simulations, Virtual Reality</b> For instruction		
<b>Excel Software</b> Data management (To organize students' grade, and grade point average, students' academic performance, etc). Teaching candidates how to navigate the Software		
<b>Distance Learning</b> Learning and teaching, visiting classrooms in different countries		
<b>Soft Chalk</b> For instruction		
<b>Skype</b> Discussion		
<b>SMARTTHINKING</b> Homework help		
<b>Online Instruction/digital instruction and learning Technology (Workshops)</b>		
<b>Cloud Based Technology</b> Uploading instructional and earning content, saving documents, assignment submission		

**Appendices not included in this Printed Document, but included in the CAEP Evidence Room**

Key Assessment Rubrics

Course Assessment Rubrics

Clinical Practice Rubrics

Assessment Handbook

Clinical Practice Handbooks

BA Applications

BA Interview Rubrics

Contracts

Articulation Agreements

Grant Reports

