

CAEP Accountability Measure 1

CAEP Accountability Measure 1: Completer effectiveness and impact on P-12 student learning and completer effectiveness in applying professional knowledge, skills, and dispositions.

This report is prepared in the context of a subsiding Covid-19 Pandemic. It should be noted that Medgar Evers College (MEC) is held to the all covid-related policies put in place by the City University of New York (CUNY), and as such, unvaccinated candidates were not allowed to attend in-person classes (although 70% of all courses within the School of Education were in-person). However, given the restrictions, the EPP has continued to maintain the high standards for which it is known.

In order to support *Impact on P-6 Learning and Development*, the EPP has made it standard practice to use three to four pieces of evidence. In past years the EPP made comparisons with completers' performances on the edTPA to discern candidates' abilities to impact student learning and development as they complete these practical experiences. Once the completers enter the workforce, the EPP further utilizes external reviews of completers' abilities as initial teachers using the NYC Annual Evaluations of Teacher Performance as measured on the Danielson framework. Further triangulation is typically done by comparing actual student performances on the grade-level statewide assessments in ELA and Math prior to and after completers' employment; however this component has been once again suspended since these State data are not yet available.

As of April 27, 2022 the state of New York removed the edTPA from the teacher certification requirement. Subsequently, CUNY announced that they would begin working on a CUNY-wide Teacher Performance Assessment (TPA) which is currently in the initial stages of development. It should be noted that the program completers for 2022 also had a disrupted fall 2020 and spring 2021 semester due to the pandemic. Teacher candidates completed "alternative clinical experiences" as outlined by New York State. Medgar Evers School of Education chose to have teacher candidates complete structured video analyses of teaching as an alternative assessment for those unable to teach children during that time. The professors and teacher candidates were given access to high quality databases across ages and subject areas, including ATLAS, which uses videos of Board Certified Teachers as a practical engagement and learning tool for prospective teachers.

For 2022 program completers who were hired in Fall 2022, a full year of professional teaching has not yet occurred in order for employers to complete these assessments. It should be noted that there was a temporary hiring freeze due to the budget crisis caused by the pandemic and even then, 65% of program completers were able to get teaching positions after they graduated in spring 2022. With ongoing safety concerns, vaccine mandates, and numerous other pandemic-related personal issues – many program completers chose not to pursue full-time teaching positions.

2022 program completers were in a unique situation – finding out just one month prior to graduation that the edTPA requirement for certification was removed – unlike in years past, teacher candidates did not have to take the Assessment of Teaching Skills- Written (ATS-W). The EPP's completers for 2022 were granted "Emergency COVID licenses" by the State of New

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York to give them an additional year to take their certification tests. Therefore, the EPP provides data on the Clinical Practice performances across completers' programs to support this measure as part of its Annual Submission.

The EPP structure requires CSE candidates to complete one semester in a special education placement and the other in a general education setting. During the special education placement, evaluators use CSE assessment measurements that are aligned with CEC Standards, and during the general education semester candidates' placement, assessments are aligned with the CAEP Elementary Standards. For the purpose of this report, we will refer to the general education semester as CE. There was 1 CE program completer form 2021-2022 (a CE candidate who completed two semesters in a CE placement).

Vaccinated candidates were allowed to complete their clinical practice in-person. However, unvaccinated students were not allow into NYC public schools and required several adjustments. The School of Education ensured that its stakeholders – partner students and teachers, as well as candidates and faculty had all the necessary tools, guidance and frequent communication to maintain a smooth completion.

The following measures are used by the EPP to address Accountability Measure1: Impact on P-6 Learning and Development:

(a) Baseline Measures – Performances in Clinical Practice

The clinical practice assessment serves as the culminating learning experience that integrates theory with practice and allows candidates to demonstrate their acquired knowledge, skills and dispositions in the practical classroom setting. Candidates have three major points of evaluation: **Part I—Planning:** candidates plan for four lessons in the area of math, science, social studies, and reading/literacy, which are taught in the PreK-6 classrooms depending on their program. **Part II – Implementation** (enactment of lessons they planned- classroom instruction), and **Part III – Post-Observation (after implementation) Outcomes** (assessment of student learning and candidates' reflections based on supervisors' feedback. These points reflect the EPP's clinical practice model, which is one that begins with conceptualization and ends with reflection. **Part I-** Planning (Conceptualizing essay and lesson plan, as well as **Part II-**Implementation/enactment of lesson, are assessed by the candidate's college supervisor and cooperating teacher, while **Part III—Outcomes-** Assessment is assessed solely by the college supervisor.

Early Childhood Special Education

ESCE candidates were sampled to assess their clinical practice performance. For each subject, students are expected to teach interdisciplinary lessons as reflected in the NAEYC Standards. Across the four observations, they were to teach the core subjects. Most candidates showed competency and growth across the four observations.

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**Table 1.1: Clinical Practice Rubrics across Observations for ECSE Program Completers
(Random Sample from Clinical Practice 2021-2022)**

Assessment area	# of students evaluated	mean	Unsatisfactory (0.00-0.99) %	Emerging (1.00-1.99) %	Competent (2.00-2.99) %	Exemplary (3.00-3.99) %
Planning section of the rubric: Observations #1-4 (interdisciplinary)						
Planning Obs. #4	20	2.31	0%	15%	35%	50%
Planning Obs.#3	20	2.00	0%	35%	50%	15%
Planning Obs.#2	20	2.15	0%	25%	50%	25%
Planning Obs.#1	20	2.00	0%	30%	55%	15%
Implementation section of the rubric: Observations #1-4 (interdisciplinary)						
Implementation Obs. #4	20	2.87	0%	15%	25%	60%
Implementation Obs. #3	20	2.23	0%	30%	20%	50%
Implementation Obs #2	20	2.26	0%	30%	20%	50%
Implementation Obs #1	20	2.14	0%	30%	30%	40%
Outcomes & Assessment Learning section of the rubric: Observations #1-4 (interdisciplinary)						
Outcomes & Assessment Learning #4	20	2.76	0%	5%	60%	35%
Outcomes & Assessment #3	20	2.65	0%	20%	50%	30%
Outcomes Evaluation #2	20	1.90	0%	30%	45%	25%
Outcomes & Assessment Evaluation #1	20	1.86	0%	35%	35%	30%

Analysis of Data by Program: ECSE Random Sample

When examining the data for the teacher candidates, the EPP will look at lesson #4. Candidates teach a total of four lessons and receive feedback from their college supervisor and cooperating teacher after each lesson – lesson #4 reflects where the candidate stands after receiving thorough feedback. An examination of the ECSE data shows that, teacher candidates scored slightly higher on implementation when compared with planning and outcomes/assessment. In each area, on the first observations over 70% scored competent or exemplary whereas by the fourth observation, over 85% scored competent or exemplary, indicating that candidates continue to use feedback from post observation conferences to improve their teaching.

Overall Analysis of Data

Of the three areas on the rubrics, teacher candidates scored the highest on implementation. Although these trends are somewhat different that trends seen nationally on the edTPA for these categories, it is likely due to pandemic driven efforts of the EPP to ensure candidates were prepared to implement lessons virtually and in a hybrid (part-virtual/part-in-person). Our programs will continue to further target instruction on assessment, data analysis, and student feedback in our methods courses and clinical seminars.

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Table 1.2: Rubric Dimensions - Three Areas Divided into Criterion for ECSE Clinical Practice Rubric

Area	Criterion
Planning	Basic planning <ul style="list-style-type: none"> • Collaboration
	Intermediate planning <ul style="list-style-type: none"> • multimodal and developmentally appropriate practices • Developmentally appropriate central focus • Challenging curriculum for all • Meaningful challenging curriculum • Developmentally effective strategies for language development and communication • Understanding of curriculum • Understanding of developmental theories • Understanding of standards and content knowledge
	Advanced planning <ul style="list-style-type: none"> • for content <ul style="list-style-type: none"> ○ social studies, math, science, writing or the arts ○ instructional strategies ○ family/community relationships ○ Academic language ○ Language and literacy • differentiated instruction • Using background knowledge information and assessments • Understanding of child development
	Overall planning
	Culturally responsible teaching strategies
	Creating a positive learning environment
	Accommodates appropriate educational transitions
	<ul style="list-style-type: none"> • Problem solving techniques and strategies
	Engaging children in differentiated learning <ul style="list-style-type: none"> • knowledge and understanding of instructional strategies • instructional decisions based on varying rates of early development • utilizes specific accommodations • typical and atypical development making connections between family and communities
	Implementation
literacy activities supported with math, science, social studies, writing and literacy with arts	
Pedagogical content knowledge- interdisciplinary connections	
Analyzing children’s learning <ul style="list-style-type: none"> • appropriate assessment tools reflection on informal and formal documentation	
Outcomes of student assessment <ul style="list-style-type: none"> • feedback to guide further learning • evidence of language understanding and use using assessment to inform instruction	
Overall evaluation of teacher candidate assessment of children’s learning	

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	<ul style="list-style-type: none"> • healthy environment • reflections whether assessments were responsibility • reflects on practice • analytical ability
Outcomes and Assessment of Student Learning	Overall Evaluation of TC Assessment of Children’s Learning <ul style="list-style-type: none"> • reflects whether assessments were responsible • feedback to guide further learning • analytical ability • reflects on practice • healthy environment
	Outcomes of Assessment <ul style="list-style-type: none"> • Using assessment to inform instruction • Reflection on informal and formal documentation • Reflection on practice • Evidence of language understanding and use
	Outcomes- analyzing children’s learning – appropriate assessment tools

Within the criteria for planning, for the fourth observation, ECSE program teacher candidates scored the highest in ‘meaningful challenging curriculum’ (mean 2.83, median 3.00, SD 0.63) and the lowest in ‘understanding of curriculum’ (mean 2.04, median 2.00, SD 0.76). Many of the other lowest scores were in the “advanced planning categories,” which would be expected.

Implementation scores for the fourth observations were comparable to planning scores, however, teacher candidates scored the highest in ‘content knowledge – employ content knowledge’ (mean 2.75, median 3.00, SD 0.71) and the lowest in ‘Pedagogical content knowledge- interdisciplinary connections’ (mean 1.99, median 2.00, SD 0.65). This may be due to New York State’s emphasis on elements of math and literacy – many of our supervisory classrooms want candidates to focus on specific components of the mathematics and/or literacy curriculum.

For Outcomes and Assessment of Student Learning, teacher candidates scored the highest in ‘evidence of language understanding and use’ (mean 2.54, median 2.00, SD 0.58) The teacher candidates scored the lowest in ‘reflects whether assessments were responsible’ (mean 1.77, median 2.00, SD 0.65). This might be a function of varying interpretations of what the term ‘responsible’ means. It is noted that clinical faculty need to reword this portion of the rubric – this reflects what was seen in last year’s report.

Childhood Special Education: Random Sample - Clinical Practice 2021-2022

Similarly, a random sample of Clinical Practice evaluations conducted by field supervisors were used to evaluate the performance of 2021 program completers. During Clinical Practice, candidates plan for and implement four formal observations, which are taught in the PreK-6 classrooms depending on their program. The EPP uses three rubrics to evaluate candidates’ performance on all four observations: Planning, Implementation, Outcomes. For this ARS, the EPP focuses on Planning, Implementation and Outcomes Assessments.

Giving candidates the opportunity to teach four different lessons allows evaluators to assess their growth over the course of the semester and eventually the year, which is broken down into specific areas that assessed on the edTPA and Danielson rubric.

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The Childhood Special Education teacher candidates conduct a semester of student teaching in a special education classroom (inclusive or self-contained) and a general education (or inclusive classroom). For each setting, they are matched with a certified teacher in that area. Below is a summary of the rubric scores for the special education semester of the childhood special education program. The teacher candidates are required to teach each of the core subjects.

**Table 1.3: Clinical Practice Rubrics across Observations for CSE Semester for Program Completers
(Random Sample from Clinical Practice 2021-2022)**

Assessment area	# of students evaluated	mean	Unsatisfactory (0.00-0.99) %	Emerging (1.00-1.99) %	Competent (2.00-2.99) %	Exemplary (3.00-3.99) %
Academic Content ELA	10	2.88	0%	0%	50%	50%
Academic Content Mathematics	10	2.43	0%	0%	70%	30%
Academic Content Science	10	2.38	0%	10%	70%	20%
Academic Content Social Studies	10	2.16	0%	20%	50%	30%
Planning section of the rubric: Observations #1-4 (science, social studies, math, ELA)						
Planning Obs. #1	10	2.14	0%	20%	60%	20%
Planning Obs. #2	10	2.24	0%	20%	50%	30%
Planning Obs.#3	10	2.55	0%	10%	50%	40%
Planning Obs.#4	10	2.79	0%	10%	40%	50%
Implementation section of the rubric: Observations #1-4 (science, social studies, math, ELA)						
Implementation Obs.#1	10	1.97	0%	20%	50%	30%
Implementation Obs.#2	10	2.28	0%	20%	40%	40%
Implementation Obs.#3	10	2.65	0%	0%	60%	40%
Implementation #4	10	2.62	0%	0%	60%	40%
Post Observation, Outcomes, Assessment section of the rubric: Observations #1-4 (science, social studies, math, ELA)						
Post Observation, Outcomes, Assessment of Student Learning Obs.#1	10	1.76	10%	30%	40%	20%
Post Observation,	10	2.12	0%	30%	40%	30%

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Outcomes, Assessment of Student Learning - Obs.#2 - CSE						
Post Observation, Outcomes, Assessment of Student Learning - Obs.#3	10	2.34	0%	10%	80%	10%
Post Observation, Outcomes, Assessment of Student Learning - Obs.#4	10	2.62	0%	10%	60%	30%

Even with this smaller sample size, there are similar trends in the data to the ESCE candidates. When considering the fourth lesson - the highest scores are in the implementation domain and the lowest scores are in assessment and planning. This provides further support for the notion that the EPP's focus on candidate instruction in an online and hybrid environment impacted results.

The CSE rubrics were revised during the 2020-2021 academic year to align better with the CE rubrics, so that comparisons could be more easily made across the semesters to monitor teacher candidate growth. The rubrics are now done by content area to better assess content knowledge and pedagogical content knowledge for each of the course subjects in childhood education.

Childhood Education Component

Table 1.4: Clinical Practice Rubrics across Observations for CE Semester for CSE Program Completers (Random Sample from Clinical Practice 2021-2022)

Assessment area ¹	# of students evaluated	mean	Unsatisfactory (0.00-0.99) %	Emerging (1.00-1.99) %	Competent (2.00-2.99) %	Exemplary (3.00-3.99) %
Math Observation	8	2.50	0%	25%	50%	25%
ELA Observation	8	2.43	0%	25%	25%	50%
Science Observation	8	2.20	0%	0%	50%	50%
Social Studies Observation	8	2.18	0%	0%	50%	50%

¹ Planning, Conceptualizing Essay, Implementation, Outcomes

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In breaking down the criteria for each subject area, some trends were found. CE semester, of the four subject areas on the rubrics, teacher candidates over 75% scored competent or exemplary in math, 100% scored competent or exemplary in science, 100% scored competent or exemplary in social studies, and 75% scored competent or exemplary in reading (ELA). The rubrics contain all the criteria for each subject for planning, implementation, and assessment. Across the four subject areas, collaboration had the highest score (math 2.41, ELA 2.45, science 2.43, and social studies 2.59). Overall, assessment (specifically 'use formal and informal assessment strategies) is a weak area across subjects (math 2.19, ELA 2.01, social studies 2.15, science 2.37). As seen on the edTPA and across all teacher candidates across rubrics, assessment is the area in which our programs need to focus on have students practice analyzing data to plan instruction, give feedback, and plan appropriate and varied assessments that match the objective of the lesson.

(b) Candidate Impact on P-6 Student Learning Outcomes on NYS Standardized Tests in ELA and Math (Data Not Yet Available)

- Data not available

(c) 2022 Program Completers – NYC Evaluation Data – Danielson Not Available as yet for NYCDOE

- Data not available

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