

## CAEP Accountability Measure 3: Candidate competency at completion

### STATE CERTIFICATION PASS RATES

The EPP's completers for 2022 represented all three degrees offered in the School of Education. That is, the Early Childhood Special Education (ECSE), Childhood Special Education (CSE), and Childhood Education (CE).

<b>Table 6.0: Comparison of All Students and by Degree Program across EAS, Students w/ Disabilities, CST Multisubject, and ATSW for Completers Graduating in 2022</b>						
<b>All Candidates</b>	<b>Program Completers</b>	<b>Test Takers</b>	<b>Test Takers Passed</b>	<b>Pass Rate</b>	<b>Mean Overall Pass Rate</b>	<b>Range of Passing Score</b>
<b>EAS</b>						
<b>All Candidates</b>	<b>40</b>	<b>22</b>	<b>17</b>	<b>82%</b>	<b>511</b>	<b>502-556</b>
<b>CSE</b>	<b>15</b>	<b>9</b>	<b>6</b>	<b>67%</b>	<b>505</b>	<b>502-556</b>
<b>ECSE</b>	<b>21</b>	<b>11</b>	<b>10</b>	<b>91%</b>	<b>510</b>	<b>500-523</b>
<b>CE</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>50%</b>	<b>524</b>	<b>500-524</b>
<b>CST STUDENTS W/DISABILITIES (SWD)</b>						
<b>All Candidates</b>	<b>40</b>	<b>9</b>	<b>5</b>	<b>56%</b>	<b>534</b>	<b>520-548</b>
<b>CSE</b>	<b>15</b>	<b>5</b>	<b>3</b>	<b>60%</b>	<b>521</b>	<b>520-543</b>
<b>ECSE</b>	<b>21</b>	<b>4</b>	<b>2</b>	<b>50%</b>	<b>517</b>	<b>520-548</b>
<b>CST MULTI-SUBJECT - 3 Parts</b>						
<b>All Candidates</b>	<b>40</b>	<b>10</b>	<b>2</b>	<b>20%</b>	<b>537</b>	<b>520-567</b>
<b>CSE</b>						
<b>Pt 1</b>	<b>15</b>	<b>6</b>	<b>3</b>	<b>50%</b>	<b>528</b>	<b>525-532</b>
<b>Pt 2</b>	<b>15</b>	<b>6</b>	<b>2</b>	<b>33%</b>	<b>532</b>	<b>525-540</b>
<b>Pt 3</b>	<b>15</b>	<b>6</b>	<b>5</b>	<b>83%</b>	<b>550</b>	<b>520-567</b>
<b>ECSE</b>						

Pt 1	21	3	1	33%	535	505-535
Pt 2	21	3	0	0%	520	520
Pt 3	21	3	3	100%	544	539-550
<b>CE</b>						
Pt 1	4	1	0	0%	520	520
Pt 2	4	1	0	0%	520	520
Pt 3	4	1	1	100%	533	533
<b>ATSW</b>						
All Candidates	40	2	2	100%	251	232-270
ECSE	21	2	2	100%	251	232-270
<b>CERTIFICATION</b>						
All Candidates	Total	Started Taking Exams	% of Candidates Completing Exams	Fully Certified	% of Candidates who Received One-Year COVID Emergency Certification	
	40	20	3%	1	82%	
CSE	15	12	5%	1	90%	
ECSE	21	8	0	0	72%	
CE	4	2	0	0	0%	

(a) EDUCATING ALL STUDENTS TEST

Table 6.1: Overall Completers Performance on the EAS: 2017-2022

Data Year	Program Completers	Test Takers	Test Takers Passed	Test Takers Pass Rate	Mean Overall Passing Score	Range of passing Scores
2022	40	22	18	82%	511	502-556
2021	38	13	11	85%	522	501-543
2020	39	15	13	87%	523	502-551

2019	21	14	13	93%	518	500-546
2018	35	28	25	89%	535	500-571
2017	13	11	11	100%	527	505-554

In the year of 2022 the pass rate on EAS was 82%. The mean and range of passing scores remained consistent. The rate of completers (40) who took the test was more than half.

**Table 6.1 (a): Completers Performance on EAS by Program: CSE 2017-2022**

Data Year	Program Completer	Test Takers	Test Takers Passed	Pass Rate	Mean Overall Passing Score	Range of passing Scores
<b>2022</b>	<b>15</b>	<b>9</b>	<b>6</b>	<b>67%</b>	<b>505</b>	<b>502-556</b>
2021	20	8	7	88%	523	505-543
2020	18	7	6	86%	530	519-551
2019	8	4	4	100%	511	502-515
2018	18	14	12	86%	514	505-554
2017	6	4	4	100%	517	500-535

In the year of 2022 the pass rate for CSE candidates was 67%, which is lower than the 2021 pass rate (88%).

**Table 6.1 (b): Completers Performance on EAS by Program: ECSE 2017-2022**

Data Year	Program Completer	Test Takers	Test Takers Passed	Pass Rate	Mean Overall Passing Score	Range of passing Scores
<b>2022</b>	<b>21</b>	<b>11</b>	<b>10</b>	<b>91%</b>	<b>510</b>	<b>500-523</b>
2021	18	5	4	80%	520	501-551
2020	20	8	7	88%	515	502-534
<b>2019</b>	<b>13</b>	<b>10</b>	<b>9</b>	<b>90%</b>	<b>521</b>	<b>500-546</b>
<b>2018</b>	<b>15</b>	<b>12</b>	<b>11</b>	<b>92%</b>	<b>525</b>	<b>508-542</b>
<b>2017</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>100%</b>	<b>514</b>	<b>500-529</b>

In the year of 2022 the ECSE pass rate was 91% that is above 2021.

**(b) The scoring guide/rubric for the**

**assessment Performance Index Definitions**

++++ Performance on the skills and knowledge is well above the level represented by the minimum passing score.

+++ Performance on the skills and knowledge is just at or above the level represented by the minimum passing score.

++ Performance on the skills and knowledge is just below the level represented by the minimum passing score.

+ Performance on the skills and knowledge is well below the level represented by the minimum passing score.

**Table 6.2 (a): Candidate Performance on CST-MultiSubject Examination: 2022**

<b>Data Year</b> <b>PROGRAM:</b> <b>ECSE</b>	<b>Program</b> <b>Completers</b>	<b>Test</b> <b>Takers/</b>	<b>Passed</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>N=2022</b>	<b>40</b>	<b>3</b>	<b>2</b>	<b>520</b>				<b>67%</b>
<b>Multi-Subject Sub-Areas</b>		<b>Performance Levels for Test Takers</b>				<b>National Median</b>	<b>EPP Median</b>	<b>% Pass</b>
		<b>++++</b>	<b>+++</b>	<b>++</b>	<b>+</b>			
<b>Part 1:</b> <b>Literacy &amp; ELA</b> <b>Competency 0001:</b> <b>Knowledge of Literacy &amp; Language Arts</b>								
2022 n=3		1	1	1	0			
<b>Competency 0002:</b> <b>Instruction in Foundational Literacy Skills</b>								
2022 n=3		1	2	0	0			

<b>Competency 0003:</b> <i>Instruction in English Language Arts</i>								
2022 n=3		0	2	1	0			
<b>Constructed Response:</b> <i>Analysis, Synthesis and Application</i>								
2022 n=3		1	1	1	0		535	33%
<b>Part 2:</b> <i>Mathematics</i>								
<b>Competency 0001:</b> <i>Number and Operations</i>								
2022 n=0		0	0	0	0			
<b>Competency 0002:</b> <i>Ratios and</i>								
<i>Proportional Relationships and Number Systems</i>								
2022 n=0		0	0	0	0			
<b>Competency 0003:</b> <i>Algebra, Measurement, Geometry and Data</i>								
2022 n=0		0	0	0	0			

<b>Competency 0004:</b> <i>Instruction in Mathematics</i>								
2022 n=0		0	0	0	0			
<b>Constructed Response:</b> <i>Analysis, Synthesis and Application</i>								
2022 n=0		0	0	0	0		520	0%
<b>Part 3: Arts &amp; Sciences</b> <b>Competency 0001:</b> <i>Science and Technology</i>								
2022 n=3		1	1	1	0			
<b>Competency 0002:</b> <i>Social Studies</i>								
2022 n=3		2	1	0	0			
<b>Competency 0003:</b> <i>Fine Arts, Health and Fitness, FACS and Career Development</i>								
2022 n=3		1	2	0	0		544	100%

**Table 6.2 (b): Candidate Performance on CST-MultiSubject Examination: 2022**

<b>Data Years</b> <b>PROGRAM:</b> <b>CSE</b>	<b>Program</b> <b>Completers</b>	<b>Test</b> <b>Takers</b>	<b>Passed</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>N=2022</b>	<b>40</b>	<b>6</b>	<b>2</b>	<b>520</b>			<b>525-567</b>	<b>33%</b>
<b>Multi-Subject Sub-Areas</b>		Performance Levels for Test Takers				<b>National Mean</b>	<b>EPP Mean</b>	<b>Pass Rate</b>
		++++	+++	++	+			
<b>Part 1:</b> <b>Literacy &amp; ELA</b> <b>Competency 0001:</b> <b>Knowledge of Literacy &amp; Language Arts</b>								
2022 n=3		1	2	0	0			
<b>Competency 0002:</b> <b>Instruction in Foundational Literacy Skills</b>								
2022 n=3		1	2	0	0			
<b>Competency 0003:</b> <b>Instruction in English Language Arts</b>								
2022 n=3		1	1	1	0			

<b>Constructed Response:</b> <i>Analysis, Synthesis and Application</i>								
2022 n=3		0	3	0	0		528	100%
<b>Part 2:</b> <i>Mathematics</i> <b>Competency 0001:</b> <i>Number and Operations</i>								
2022 n=3		0	2	1	0			
<b>Competency 0002:</b> <i>Ratios and Proportional Relationships and Number Systems</i>								
2022 n=3		0	2	1	0			
<b>Competency 0003:</b> <i>Algebra, Measurement, Geometry and Data</i>								
2022 n=3		0	1	1	1			
<b>Competency 0004:</b> <i>Instruction in Mathematics</i>								
2022 n=3		0	2	1	0			



<b>Constructed Response:</b> <i>Analysis, Synthesis and Application</i>								
2021 n=3		0	1	1	1		526	67%
<b>Part 3: Arts &amp; Sciences</b> <b>Competency</b>								
<b>0001:</b> <i>Science and Technology</i>								
2022 n=5		2	2	1	0			
<b>Competency 0002:</b> <i>Social Studies</i>								
2022 n=5		3	1	1	0			
<b>Competency 0003:</b> <i>Fine Arts, Health and Fitness, FACS and Career Development</i>								
2022 n=5		1	3	1	0		550	100%

**(c) STUDENTS WITH DISABILITIES TEST (CSE & ECSE Only)**

**Table 6.3: Overall Completers Performance on the SwD: 2017-2022**

<b>Data Year</b>	<b>Program Completer</b>	<b>Test Takers</b>	<b>Test Takers Passed</b>	<b>Test Takers Pass Rate</b>	<b>Mean Overall Passing Score</b>	<b>Range of passing Scores</b>
<b>N=2022</b>	<b>40</b>	<b>9</b>	<b>5</b>	<b>56%</b>	<b>534</b>	<b>520-548</b>

2021	38	9	3	33%	534	520-542
2020	38	10	9	90%	532	522-543
2019	21	9	8	89%	541	525-557
2018	33	23	22	96%	540	520-560
2017	13	13	10	77%	536	522-563

**Table 6.3 (a): Completers Performance by Program: CSE 2017-2022**

Data Year	Program Completer	Test Takers	Test Takers Passed	Pass Rate	Mean Overall Passing Score	Range of passing Scores
<b>2022</b>	<b>15</b>	<b>5</b>	<b>3</b>	<b>60%</b>	<b>521</b>	<b>520-543</b>
2021	19	6	3	50%	530	520-542
2020	18	4	4	100%	530	522-541
<b>2019</b>	<b>8</b>	<b>3</b>	<b>3</b>	<b>100%</b>	<b>534</b>	<b>525-550</b>
<b>2018</b>	<b>18</b>	<b>12</b>	<b>12</b>	<b>100%</b>	<b>532</b>	<b>520-543</b>
<b>2017</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>67%</b>	<b>545</b>	<b>522-563</b>

Data Years	Test Takers	Scholars Passed	Qualifying Score	Mean	National Median	EPP Range	% Pass Rate
<b>PROGRAM: CSE</b>							
<b>2022 N=5</b>	<b>5</b>	<b>3</b>	<b>520</b>	<b>521</b>		<b>520-543</b>	<b>60%</b>
<b>Data Years</b>	<b>Performance Levels for Test Takers</b>						<b>At and Above Average</b>
<b>PROGRAM: CSE</b>							
<b>SwD Sub-Areas</b>	++++	+++	++	+			
<b>Competency 0001:</b> <i>Foundations of Special Education</i>							

2022 n=5	0	3	2	0			60%
<b>Competency</b>							
<b>0002: Knowledge of Students with Disabilities</b>							
2022 n=5	2	2	1	0			60%
<b>Competency 0003: Assessment &amp; Individual Program Planning</b>							
2022 n=5	0	1	4	0			60%
<b>Competency 0004: Strategies for Planning &amp; Managing the Learning Environment &amp; Providing Behavioral Interventions</b>							
2022 n=5	0	2	2	1			60%
<b>Competency 0005: Instructional Planning &amp; Delivery to Promote Students' Success in the General Curriculum</b>							
2022 n=5	0	2	2	1			60%
<b>Competency 0006: Strategies for Teaching</b>							
<b>Communication Skills, Social Skills &amp; Functional Skills</b>							

2022 n=5	0	3	2	0			60%
<b>Constructed Response</b>							
Analysis, Synthesis, and Application							
2022 n=5	0	2	3	0			60%

Only six of the twenty 2022 CSE graduates took the CST-SWD exam. Three students passed the exam.

**Table 6.3: (b) Completers Performance by Program: ECSE 2017-2022**

Data Year	Program Completer	Test Takers	Test Takers Passed	Pass Rate	Mean Overall Passing Score	Range of passing Scores
<b>2022</b>	<b>21</b>	<b>4</b>	<b>2</b>	<b>50%</b>	<b>517</b>	<b>520-548</b>
<b>2021</b>	18	3	0	0%	NA	NA
2020	20	6	5	83%	534	523-543
2019	13	6	5	83%	545	526-557
2018	15	11	10	91%	541	522-560
2017	7	7	6	86%	526	520-549

<b>Data Years</b>	<b>Performance Levels for Test Takers</b>						
<b>PROGRAM: ECSE</b>							
<b>SwD Sub-Areas</b>	++++	+++	++	+			
<b>Competency 0001: <i>Foundations of Special Education</i></b>							
2022 n=4	0	2	1	1			50%
<b>Competency 0002: <i>Knowledge of Students with Disabilities</i></b>							
2022 n=4	0	3	0	1			50%
<b>Competency 0003: <i>Assessment &amp; Individual Program Planning</i></b>							
2022 n=4	0	0	2	2			50%
<b>Competency 0004: <i>Strategies for Planning &amp; Managing the Learning Environment &amp; Providing Behavioral Interventions</i></b>							
2022 n=4	0	1	3	0			50%

## CAEP Accountability Measure 2

<b>Competency 0005:</b> <i>Instructional Planning &amp; Delivery to Promote Students' Success in the General Curriculum</i>							
2022 n=4	0	2	1	1			50%
<b>Competency 0006:</b> <i>Strategies for Teaching Communication Skills, Social Skills &amp; Functional Skills</i>							
2022 n=4	0	1	3	0			50%
<b>Constructed Response</b>							
Analysis, Synthesis, and Application							
2022 n=4	0	1	2	1			50%

In 2022 two candidates (2 ECSE) were able to complete the ATSW and gain State Certification. The data below will only include information for completers from the ECSE program.

**(a) ATSW Safety Net: 2022**

Data Years PROGRAM	Program Completers	ECSE Test Takers	Passed	Qualifying Score	ECSE EPP Mean	Pass Rate
2022	40	2	2	220	251	100%
ATSW Sub-Areas		Sub-Area Performances for Test Takers				
		ECSE Mean	Passed	Qualifying Score		Pass Rate

## CAEP Accountability Measure 2

<b>I: Student Development and Learning</b>				220		
2022 n=2		231	2			100%
<b>II: Instruction and Assessment</b>						
2022 n=2		250	2		100%	
<b>III: The Professional Environment</b>						
2022 n=2		245	2		100%	
<b>IV: Instruction and Assessment: Constructed Response Assignment</b>						
2022 n=2		240	2		100%	

Although in the year of 2022 there were only two test takers (2 ECSE), the pass rate was 100% and test takers' performances on each area of the test were rated above the passing score.

### **Program Completers Survey and Interview Data<sup>1</sup>**

The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

#### **Introduction**

A mixed-methods study was conducted in Spring 2022 to ascertain program completers perceived preparation as relevant to the responsibilities they confront on the job and that the preparation was effective. Completers of three different programs (n=19 completers) participated in the survey. Three were childhood education majors, eight were early childhood and special education majors, and nine were childhood and special education majors. From that group, several (n = 6) volunteered to be interviewed. Of those taking the survey, 7 completed their program in spring 2022, 3 completed their program in spring 2021, and 8 completed their program in spring 2020. According

## CAEP Accountability Measure 2

to the survey, 55.6% (10/19 of program completers are teaching in their original area of certification, and 68% (13/19) of program completers were satisfied with their present career. Seventeen of the program completers are teaching in one of the five boroughs of New York. Two do not have teaching jobs).

The survey program completers were asked to fill out a survey with the following questions:

- Please choose the best description of your employment status (I am employed, I am unemployed but am looking for a position, I am unemployed and not currently looking for a position)
- Are you employed in the field of education?
- If you do not intend to seek a position in the field of education, please explain why you made this choice.
- Are you generally satisfied with your present career/academic situation?
- How likely are you to recommend your teacher education program at Medgar Evers College to others? (very likely, likely, unlikely, very unlikely – Long response area for explanation)

Please rate the following on how effectively your Medgar Evers College teacher certification program supported you to do the following: Likert scale: Not effective, somewhat effective, effective, very effective.

- Employ a wide variety of teaching strategies
- Demonstrate mastery of the content that I teach
- Plan and implement lessons based on learners' development
- Develop increasingly sophisticated professional knowledge, skills, and dispositions through field-based experiences/internship
- Differentiate instruction for the learners I teach
- Integrate diverse cultural perspectives into my teaching
- Meet the needs of students with disabilities in all aspects of my teaching
- Meet the needs of English language learners in all aspects of my teaching
- Meet the needs of gifted students in all aspects of my teaching
- Use valid, developmentally appropriate assessment strategies, both formal and informal, in my teaching
- Collaborate with my colleagues in the larger school community to best meet the needs of learners
- Interact effectively with the significant adults in my students' lives to best meet their learning needs
- Undertake leadership responsibilities within the school community



## CAEP Accountability Measure 2

- Advocate for the rights for all students to learn
- Engage in careful analysis of my teaching

Program completers were then asked to volunteer for a follow-up interview. These interviews were completed over Zoom. The interview questions were as follows:

- Which education classes have benefited your teaching career most and why?
- Which education classes have been the least beneficial at the time?
- What do you wish you had learned in your coursework that would have benefited you as a teacher?
- What are some of your successes & highlights so far during your teaching career?
- What are some of the frustrations you've dealt with during your teaching career?
- What classes have impacted your ability to manage classroom experiences?
- How do you measure student achievement?
- Is there anything we haven't covered that you would like to share about your preparation in MEC's teacher education program?

The results of the study are summarized below. Overall, program completers perceived preparation was positive. 55.6% were “very likely” and 27.8% were “likely” to recommend their teacher education program at Medgar Evers College to others. In explaining this rating, the following are some examples of what program completers said:

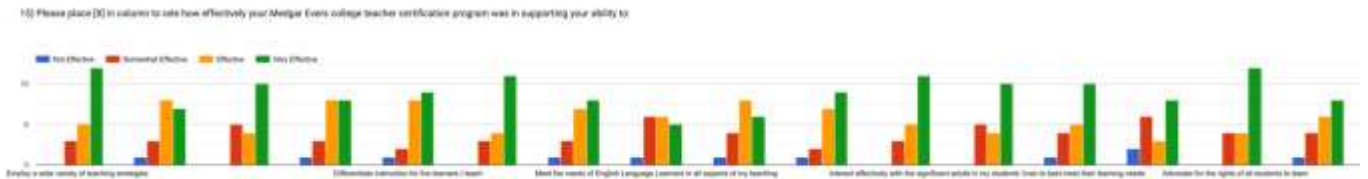
- The education program at Medgar Evers College is the best Teacher preparation program ever, and I am not just saying that because I'm a graduate of the program. I'm just speaking on observations and interactions with students from different programs. I have observed many student teachers who were clueless about many content areas of an education program. I have had to share my expertise on lesson planning, observation recording etc.
- The cultural diversity you find at MEC is unmatched, the content is very solid, and staff do their best to help! They do have some growth in some areas, but we all have room to grow!
- My time at Medgar Evers College was great, and I would recommend it to others to go. They treat you like family, and I enjoyed my time there.
- The program is well-rounded, and students are exposed thoroughly to theoretical practice and hands-on classroom practice.

## CAEP Accountability Measure 2

- MEC prepares Teacher Candidates to effectively teach across multiple settings with diverse students with varying multiple access points in learning.

For those who were unlikely or very unlikely, they communicated that there was a need to be more contemporary and in-touch with what the schools are currently asking them to know and do. Comments included: “some professors who are “out of touch with current trends in the classroom” and the “curriculum needs to be upgraded to reflect what is currently happening in schools.” Additionally, dissatisfaction occurred depending on the faculty teaching the courses. Across all ratings, there were comments that “some professors make it comfortable and fun to learn others do not” and that it “Depends on the professor’s attitude, teaching methods, support process. A few professors know how to educate and liberate, but others don't. So, I have mixed feelings.”

The participants rated their level of preparation in sixteen areas.



The green indicated “very effective” and the yellow indicates “effective.” Overall, the program ratings were excellent. There were 12 areas where “very effective” was the top category.

	highly effective	effective	somewhat effective	not effective
Employ a wide variety of teaching strategies	12	5	3	0
Demonstrate mastery of the content that I teach	7	8	3	1
Plan and implement lessons based on learners' development	10	4	5	0
Develop increasingly sophisticated professional knowledge, skills, and dispositions through field-based experiences	8	8	3	1
Differentiate instruction for the learners I teach	9	8	2	1
Integrate diverse cultural perspectives into my teaching	11	4	3	0
Meet the needs of students with disabilities in	8	7	3	1

## CAEP Accountability Measure 2

all aspects of my teaching				
Meet the needs of English language learners in all aspects of my teaching	5	6	6	1
Meet the needs of gifted students in all aspects of my teaching	6	8	4	1
Use valid, developmentally appropriate assessment strategies, both formal and informal, in my teaching	9	7	2	1
Collaborate with my colleagues in the larger school community to best meet the needs of learners	11	5	3	0
Interact effectively with the significant adults in my students' lives to best meet their learning	10	4	5	0
Undertake leadership responsibilities within the school community	8	3	6	2
Advocate for the rights for all students to learn	12	4	4	0
Engage in careful analysis of my teaching	8	6	4	1

The most ratings for highly effective (10-12 respondents) were in the following areas:

- Employ a wide variety of teaching strategies
- Plan and implement lessons based on learners' development
- Integrate diverse cultural perspectives into my teaching
- Interact effectively with the significant adults in my students' lives to best meet their learning
- Collaborate with my colleagues in the larger school community to best meet the needs of learners
- Advocate for the rights for all students to learn

This reflects the programs' focus on the learners. Program completers feel comfortable collaborating with colleagues and families to create a culturally diverse and developmentally appropriate learning experience for their students. These categories and advocating for students are of special significance for our School of Education, as our motto is Educate to Liberate.

Two areas that received the most "somewhat effective" or "ineffective" ratings were:

## CAEP Accountability Measure 2

- Meet the needs of gifted students in all aspects of my teaching (14 respondents)
- Undertake leadership responsibilities within the school community (8 respondents)
- Meet the needs of English language learners in all aspects of my teaching (7 respondents)

These are important areas that are infused through the programs. It will be important that all program chairs look for courses where these areas are taught and add emphasis where appropriate. Additionally, the professors should be more explicit in stating which pedagogical strategies they teach support English language learners and gifted students. Often, teacher education programs focus on struggling students rather than supporting the needs of gifted students. We see this in our programs as well and need to add emphasis to this area.

Program completers that volunteered for a follow-up interview. Shared additional insight. Their responses are summarized below.

Program completers cited student teaching and student teaching seminars, curriculum development, reading classes, introduction to special education, and courses taught by current or former teachers or administrators in the field as the education classes that have benefited them in their teaching careers. One program completer explained that she learned,

how to effectively design lessons that would help them produce their optimal best self. Also those education classes also help me to see each student as a unique individual. They provided strategies, tools, and resources that would benefit those students and it allows me to transition between the general and population and the special LED population, as well as within the general and population.

Peer teaching practice prior to interactive field experiences was cited as helpful early-on in the program. One program completer explained the developmental way the program supported their success as a teacher, “We were held hand-over-hand, walking through those classes. So, when we actually got into the classroom, we felt ready for success.”

Assignments, such as the action research project, curriculum analysis, critical reading assignment, lesson planning, and integrated/interdisciplinary unit plan, were cited by several completers as very effective in helping them transition their thinking from pre-service teacher to teacher. Regarding action research, one program completer explained, “You're the teacher and you need to get your classroom like an experimental site where you can try things out with your kids and see what works and what doesn't work

## CAEP Accountability Measure 2

and have data, you know?" They felt that the connection between theory and practice and the classroom connections, whether because of their work in classrooms or the professors' work in classrooms, helped in showing the reality that they now face. One respondent stated,

It was not just about the information that we received in these classes, but it was also about the teaching style when we think about the way we behave in the class and the approaches that the professor took on to show patience and everything else.

Although there is no specific course on classroom management, program completers felt the strategies were not only modeled by their professors but also taught through differentiation and classroom structure (such as centers).

One program completer said,

You realize the importance of classroom management as a teacher, not in the eyes of a parent because most of us are parents. When we started college, we looked at school as "I am a parent, not I am a teacher. But it's after we entered the classroom, especially the first year of teaching, it really dawned on us how important classroom management was because if we didn't have the class, we will not teach anything.

Program completers cited some courses as least beneficial based on the professor more than the content of the course. There were comments made that some of the special education could be combined because the program completers felt they didn't need a whole semester for certain material. This is helpful being that program completers were looking for more preparation in supporting ELLs and gifted students.

Program completers felt that overall, the classes helped prepare them across the program. One respondent explained, "I can't really say there is a class that is least beneficial. I think that when we put all the classes together and look at the greater picture. It is what would separate a good teacher from a highly effective teacher." Program completers explained that they wished they learned more about timing, questioning, assessment, technology, family engagement/communication, and social-emotional learning. This is helpful information as we reflect upon our classes for next year because these are covered in our courses but may need more emphasis.

Our program completers shared impressive successes & highlights during their teaching career so far. As first through third-year teachers, four of the six had been chosen as model classrooms for superintendent visits. It is important to note that these four had all been paraprofessionals during their programs. This is an important strength of our student population as these students can apply their learning to a real-life setting right away and can offer examples and pose questions in class that help their colleagues to understand what is like in NYC schools. Our program completers have also won various awards from

## CAEP Accountability Measure 2

their school and district. Most interestingly, when asked about their successes, the program completers talked about the students' achievements. This is not only reflective of our program but of the students we attract to our program.

Program completers' frustrations centered around communication and establishing relationships with other adults in the room (especially for special education), administration, and family. This is reflected in the survey as well and needs attention in our programs. Another frustration was around the standardization of curriculum and assessments. It was often additional or subversive work for our program completers to measure student achievement in ways they found helpful. They used both formal and informal assessments as well as standardized and teacher-made assessments. Many had to differentiate or scaffold assessments so that students could complete the assessments and they could get helpful data for planning. One program completer also spoke about her tracking the physical and social, and emotional development of her first graders. She explained,

I just like a measurement of how well my students are growing, because I think the whole development of a child is holistic, and I one cannot function without the all others. So, I think their physical development is super important. Their social and emotional is super important. And it all ties into the academic,

Program completers explained that their field courses and methods courses helped their ability to manage classroom experiences. One respondent explained it was about the teaching strategies and differentiation used, "If you meet the needs of your kids, you can manage situations. It's not about cute strategies."

Program completers shared some of the many sentiments that were not specifically asked about in the questions. These are two highlights:

Why, I like the program at Medgar Evers College is because the lecturers knew content, truly knew content, because they were either active or they are prior practitioners in the field. So, they came with a wealth of knowledge.

I think the way we are prepared as a feature candidate ranks above. When I talk with all the teachers how they were prepared in their studies for the actual classroom. Yeah, I have drawbacks about things that Medgar could do better. But when I look at it I have to say, "Wow. We did get and quite a lot for Medgar!"