

4.1.4 Phase In Plan for Standard 4.1

The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Relationship to Standard or Component

The evidence provided for this component will demonstrate that alumni teachers have a positive impact on the learning and development of their P-12 students.

Description of the content and objective of the data collection.

Data from multiple sources will be used to provide evidence that this component has been met. Annual Professional Performance Review (APPR) data [\(4.2.2\)](#), which is used across New York State as a measure of teacher and principal effectiveness, will be used as evidence. The APPR data will be aggregated by cohort graduation year. In addition, individual supervisor observation scores for alumni teachers will be triangulated with scores on edTPA and Danielson rubric. The aggregate APPR scores, compared to city and state averages, along with the individual scores from supervisor observations, will comprise evidence that Adelphi alumni teachers contribute positively to the development of their P-12 students.

Evidence

1. [NYC DOE Data. \(4.1.3\)](#) Data on 242 Adelphi Alumni teachers teaching in New York City Department of Education (NYC DOE), who graduated in AY 14-15, 15-16, and 16-17. Data includes APPR, number of high needs licenses, retention for 1, 2, and 3 years after hire, and on program completers who graduated in last 3 years. Data in all categories was compared to NYC DOE averages.

Data Source

Data was received through a formal request in April 2018 to NYC DOE Research and Data NYC DOE Research and Policy Support Group. Data was received in August 2018, reviewed by the Office of Assessment and Accreditation, and shared with faculty members for discussion in September 2018.

Data Quality

The APPR is a Proprietary assessment, which is used across NYS as a measure of teacher and principal effectiveness. The four rating categories are highly effective, effective, developing, and ineffective. Student achievement, based on Student Learning Objective scores and standardized tests, comprise 40% of teacher and principal evaluations. The remaining 60% of

evaluations is based on multiple measures of teacher/principal effectiveness, most commonly teacher observations. (Source: <https://www.nysut.org/members/member-guide/appr>). Within these general guidelines, each district submits a specific plan for their district. See <http://usny.nysed.gov/rttt/teachers-leaders/plans/home.html> for specific district plans. In April 2018, a bill was proposed to eliminate student test scores, but this has not gone into effect and does not impact the data presented. Source: <https://saanys.org/news/appr-update-assembly-bill-a-10475-and-the-same-as-senate-bill-s-8301/>.

Timeline and Resources

Task	Timeline	Resources	Expected Outcome
Request Alumni Data by Program	Fall 2019	Dean’s Office, Assessment Office, NYCDOE Research and Policy Support Group	Data is currently reported as an aggregate by year of graduation. Disaggregation will provide an opportunity to view completer performance by program.
Analysis of Data by Program Faculty and Clinical Partners	Spring 2020	Assessment Office, Program Directors, faculty members, clinical partners.	Data will be made available through Moodle to all programs. Program directors will review with faculty members and clinical partners for program improvement.

2. **NYSED Data.** APPR data from the New York State Education Department (NYSED) on Adelphi Alumni teachers teaching in the state of New York, between the academic years 2009-2010 to 2015-2016. Data will be aggregated by academic year and will provide the number and percentage of teachers who scored highly effective, effective, developing, and ineffective. This data has not yet been sent to EPPs.

Data Source

Data will be received from Laura Glass, Programs Coordinator, New York State Education Department. NYSED Deputy Commissioner John D’Agati released a memo in November 2017 indicating that the state will be releasing APPR ratings for teachers disaggregated by EPP. Email communication with NYSED in October 2018 indicates that data has been received by state, is in

the process of cleaning the data set. When this process is completed, data will be provided to EPPs. In follow up communication with Dr. Laura Glass Education Programs Coordinator, in October 2018, she stated that the data was “being cleaned” and would be made available to EPPs shortly. It is anticipated that the data will be available for the site visit in November 2019.

Data Quality

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Timeline and Resources

Task	Timeline	Resources	Expected Outcome
Review Alumni Data	Fall 2019	Dean’s Office, Assessment Office, NYSED, CAEP Core Team	Upon receipt of NYSED data, data will be reviewed by Assessment Office and Data and by the CAEP Core Team.
Analysis of Data by Faculty members and Clinical Partners	Spring 2020	Assessment Office, Program Directors, faculty members, clinical partners.	Data will be made available through Moodle to all programs. Program directors will review with faculty members and clinical partners for program improvement.

3. **Supervisor Observations (4.2.1)**, Supervisor observation scores for 12 alumni teachers, who graduated between 2014-2017, who are currently teaching in NYC or Long Island elementary, secondary, and special education classrooms. Scores were provided in Spring 2018. Observations were conducted by a principal or assistant principal in AY 15-16, 16-17, or 17-18. These observation scores provide a representative cross-section of our alumni from three teacher education programs.

Data Source

As this was a new requirement to demonstrate alumni teaching effectiveness, CEHS established an alumni network in Fall 2017 to bring together teacher alumni, provide opportunities for networking and professional development, and collect supervisor observation scores from completers who were willing to share them, with the promise of confidentiality. These observation scores, which were provided by teachers who participated in the Panthers on the Prowl Teacher Alumni Network, provide a representative cross-section of our alumni in three teacher education programs.

Data Quality

The evaluation rubric is a proprietary assessment, used by school districts. The assessment is based upon the Danielson Framework, which has been validated. This source <https://danielsongroup.org/blog/tag/research> provides a number of peer-reviewed articles which provide validation for this instrument. Scores will be triangulated with completer's scores on edTPA and Danielson rubric, both of which are proprietary assessments.

Timeline and Resources

Task	Timeline	Resources	Expected Outcome
Alumni Data by Program	Fall 2019	Program directors, PECE, Assessment Office, Dean's Office	Program faculty and clinical supervisors will review a list of alumni which has been disaggregated by program. Faculty will update employment and contact information and contact five alumni and request Supervisor Observations scores.
Develop Protocol for Maintaining and Reporting Data	Fall 2019	Assessment Office, Dean's Office, PECE	Assessment office will develop a protocol for collecting, maintaining and reporting data.
Analysis of Data by Program Faculty and Clinical Partners	Spring 2020	Program Directors, Program Faculty, Clinical Partners, PECE	Analyze data collected and discuss program action in both methods courses and clinical practice.