

5.3.1 Evidence Based Program Actions

Program	What evidence is used to improve program?	Danielson (Reviewed Categories for Target less than 80%)	What PROGRAM ACTIONS would you like to implement during exploration and synthesis phases of the program?	What PROGRAM ACTIONS during reflective practice (student teaching) would you like to implement to better prepare students for professional positions?	Does the Danielson Framework serve as an effective measure in preparing students for professional practice?	edTPA (Reviewed low scoring items)	EAS (Reviewed low scoring items)
Early Childhood Special Education	Key assessments, course evals, student feedback, teacher mentor feedback, cert test results....		More thorough evaluation of dispositions, grades, written expression, and mathematical content background.	Professional development opportunities, mock interviews and other job preparation activities, more advocacy opportunities with families and community.	No, it serves to assess how well we have prepared them for professional practice.	Low Score % Passing <u>AY 15-16</u> 82% <u>AY 16-17</u> 100% <u>AY 17-18</u> 67%	
Childhood & Adolescent Special Education	SPA report data, Course Evaluations, Pass rate of students taking exams like etTPA, CST, employment data, monthly special education program meetings, revising assignments based on data collected, plan to change programs by combining current courses and incorporating latest research and new standards, student feedback	<u>Adolescent Special Education Instructional Practice</u> <u>AY 15-16</u> 83% <u>AY 16-17</u> N=0 <u>AY 17-18</u> 67%	Align all key assignments with current state and national standards	Incorporate feedback from school administrators, teachers and other allied professionals into coursework and student teaching seminars.	Yes. The Danielson Framework serves as an effective guide but not a measure because the criteria is too rigid. It's a much better guide for experienced teachers.	*Childhood Special Education Low Score % Passing <u>AY 15-16</u> 71% <u>AY 16-17</u> 44% <u>AY 17-18</u> 88%	
Childhood Education	We use data, accreditation mandates, information obtained from formative assessments within coursework.		Most of this has already been done - math, science, and social studies methods courses have assignments related to preparing candidates for the edTPA.	We would like to include more formal opportunities to work with the mentor teachers (e.g. additional professional development opportunities, joint post-observation meetings, etc) to create a more coherent system of support for our candidates.	In most respects, the Danielson Framework is an effective measure as it directly aligns with the measures used for classroom teachers. However, we also feel that the Dispositions tool also provides additional insights into candidate professional preparation.		
Adolescent Math						Low Score % Passing <u>AY 15-16</u> 88% <u>AY 16-17</u> 78% <u>AY 17-18</u> 100%	
Adolescent Science	Benchmark assignments, state exams, oral and written feedback (e.g., exit survey), advisement conversations		Reimagining of sequence and substance of program curriculum in light of expansion in student teaching and fieldwork initiatives (Model, residency, internship) and examinations (edTPA, EAS)	Greater and more systematic partnership of cooperating teachers in the student teaching experience and their growth (e.g., better use of context for student teachers to learn how to interact with parents and learn about their communities, and with administrators)	Useful as a tool for general feedback and growth, many item descriptions are outdated and/or no longer well-aligned with mission of COE/SOE (e.g., social justice advocacy)		

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Art Education	Our program improvements stem from student and alumni feedback, feedback from community partners, student exam pass rates , (above that of our peers at CUNY), course evaluations, student teaching observations/ Danielson, disposition scores , and adjunct and full time faculty discussion.		Disposition scores also would seem to assist in these formative phases.	We work with students around their professional portfolios and job hunting during and before student teaching, but they are often so consumed by edTPA work that this balance remains a challenge.	It seems to be useful along with additional verbal feedback in supporting students to develop professionalism as educators.		Low Score % Passing <u>AY 15-16</u> 86% <u>AY 16-17</u> 100% <u>AY 17-18</u> 100%
Music Education	Classroom Dispositions Instrument Danielson Frameworks Unit lesson plans with peer teaching (part of every Methods course) Direct feedback from students (including course evaluations) Direct feedback from mentor teachers via in-person interactions during observation/fieldwork placements and student teaching Sophomore Review Forms/Interviews Scores on NYS teacher certification exams (EAS, CST, edTPA)		Clearer integration of content across courses, with additional opportunities for fieldwork experiences (beyond those required in methods courses).	Additional experiences beyond their two main placements (elementary and secondary), such as short-term experiences to visit additional schools to explore areas outside their main focus (choral, instrumental, etc.).	Overall, the Danielson Framework serves as an effective measure, as the components that are included are all essential domains to contribute towards success in future music education professional practice. However, given that the Danielson Frameworks are now filled out online, there needs to be a mechanism for music education faculty to review feedback from these instruments. Since the data cannot be reviewed after being submitted, mentor teachers are still encouraged to complete the written forms to provide feedback to student teachers that they can further review, but the process of using the Danielson Frameworks can be better streamlined.	Low Score % Passing <u>AY 15-16</u> 86% <u>AY 16-17</u> 50% <u>AY 17-18</u> 100%	Low Score % Passing <u>AY 15-16</u> 88% <u>AY 16-17</u> 100% <u>AY 17-18</u> 100%
TESOL	<ul style="list-style-type: none"> • Key assessment data • CST scores and subscores • TESOL SPA Standards • edTPA scores 		The fieldwork hours should be more integrated to the course work; more control over the experience would help instructors prepare the teacher candidates for the student teaching experience; right now in the current model the field work experience is scattered; increased mentoring of the pre-student teaching process, including the preparation of materials such as a letter that goes to students and parents and syllabi.	Increase the number of residency programs.	Unfortunately, for the field of TESOL/Bilingual Education, Danielson is not very comprehensive. We had to supplement the tool extensively with our pathwise addendum. Especially regarding academic language development and cultural assets, the Danielson needs to be supplemented.		Low Score % Passing <u>AY 15-16</u> 100% <u>AY 16-17</u> 88% <u>AY 17-18</u> 100%
Physical Education	<ul style="list-style-type: none"> • Data from edTPA & CST • Use criteria in Pathwise to align with course requirements and assessments. • SPA standards are embedded in course assignments and discussion topics. • Informal feedback from partners in the field. • Course grades and GPA. 		<ul style="list-style-type: none"> • Better alignment of methods and pedagogy classes. • More integration of activity and pedagogy classes. 	<ul style="list-style-type: none"> • We include reflection in writings. • We would like to ensure that each student has a placement in a school program that aligns with the inTASC model. 	<ul style="list-style-type: none"> • Serves as a framework to assess our students. 		

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Health Education	Feedback from teacher mentor and university supervisors from our Key Assessments for the following courses: 792 and 538		Integration of technology proficiencies Integration of health education skills	Lesson modifications and differentiations to address inclusive classrooms including but not limited to cultural diversity and ENL	Yes because the 4 domains used measure effectiveness of education in the classrooms		

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Early Childhood Special Education	Multisubject B-2 Part 2 (Redeveloped) <u>AY 15-16</u> 67% <u>AY 16-17</u> 100% <u>AY 17-18</u> 71%	Qualitative student feedback, data on technology use and needs.	Data is used to identifying areas of strength & weakness, monitor change and progress, justification for changes to curriculum and program requirements.	Our program utilizes full time faculty primarily for clinical experiences. When adjunct faculty are assigned, they are partnered with a full time faculty to ensure consistency and quality of experience. We need to build stronger partnerships with field sites that our students are utilizing for fieldwork.
Childhood & Adolescent Special Education	Multisubject 7-12 Part 2 (New) <u>AY 15-16</u> 56% <u>AY 16-17</u> 80% <u>AY 17-18</u> 50% Students with Disabilities Exam (Redeveloped) <u>AY 15-16</u> 100% <u>AY 16-17</u> 83% <u>AY 17-18</u>	Meet students in the field after graduating from the Adelphi program, send anonymous survey to graduates, contact school districts regarding Adelphi graduate student performance.	Ongoing revision of key assignments in courses, incorporating current research into course work to improve student performance, ongoing evaluation and revision of course materials.	Invite guest lecturers in the field to the class room to share about what's happening in the classroom and community, coteaching with current teachers / professionals in the schools, conducting courses in the field, have students work with stakeholders in the field during their program.
Childhood Education		No other tools/data/evidence	Data is being shared among faculty, conversation on the meaning and significance are discussed, and potential action plans based on significance of data are discussed/developed.	Ensure that more program coursework provide earlier opportunities for classroom involvement within our program. Opportunities for deeper involvement and the taking on of greater responsibilities within classroom placements.
Adolescent Math				
Adolescent Science		More systematic and thorough feedback from school partners, program conversations	Articulating gaps in professional expectations, reflective seminar discussions	Teach methods courses at field sites with cooperating teachers

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Art Education	Visual Arts CST Exam (Safety) <u>AY 15-16</u> 63% <u>AY 16-17</u> 100% <u>AY 17-18</u> 67%	More feedback from mentor teachers and supervisors would help, which we have solicited/are collecting via validation of our assessment rubrics and letters to mentor teachers: https://docs.google.com/document/d/17EdlpYZutso_B8HDjAPcEfddqE6YF-KHGpQB0sIVbg/edit?usp=sharing	We feel we have a continuous data feedback loop to improve courses, build partnerships, and	We collaborate with supervisors and community partners through shared moodles and other online forums, collaborative community visits and events (e.g. student and alumni art event), and letters requesting feedback and discussion during clinical experiences. We would like to do more.
Music Education		Recommend streamlining the process for accessing survey/assessment data. Music education faculty should have access to data collected via survey links after the data has been submitted. Currently, there is no way to access this data (the lesson evaluations, summative evaluations during student teaching, and the Classroom Dispositions Instrument data collected during select courses), unless the mentor or university supervisor chooses to also complete the written form in addition to the online survey (and provide it to music education faculty).	Data provides insight into how the program is meeting students' needs, and how they are prepared for professional practice. For example, prior to 2018, students were not completing edTPA exam submissions in a timely manner, so the Reflective Practice Seminar course was redesigned in response to this information to better support students in submitting edTPA exams prior to graduation. An adjunct, hourly edTPA Liaison position was created within the department to better support students' successful completion of the exam.	Provide easier access to compiled data by program. For example, if a mentor teacher completes any of the evaluations/surveys that are collected via online links, there is no way for the Coordinator of Music Education to view these data sources once they are submitted. The same is true for surveys/evaluations completed by university supervisors. Once they are submitted, they cannot be reviewed by music education faculty, which is not at all conducive to using the data to inform program decisions.
TESOL		<ul style="list-style-type: none"> Classroom and Fieldwork Disposition Forms/Data Fieldwork evaluation forms by supervisors and mentor teachers Student work, informal assessments, and student feedback 	<p>0804-500 (Foundations of Bilingual and Multicultural Education): Increased focus on parental involvement and community assets, interviews with teachers that work with linguistically diverse learners, more focus on reflecting on the fieldwork experience regarding bilingual/multilingual/multicultural learners.</p> <p>0804-540 (Assessment Considerations for ESL and Bilingual Populations): The rubric and main assignments were changed to reflect changes on digital and multilingual assessments; a greater emphasis on writing assessments; the design of pre and post assessments; an increased focus on assessment for levels of proficiency; identifying and working with ELLs with disabilities, especially differentiating between language disorder and language development</p> <p>0804-521 (Theories of SLA): The main assignments and rubrics were changed to include more field-based and classroom-based experiences; Pathwise addendum to Danielson observation form: This form was thoroughly revised to reflect changes in the TESOL professional standards; items on community and professional involvement were included as well as culture, home, and family integration.</p>	One way is by involving teachers that are teaching in the field with the course work by co-teaching with them and having cohorts of students go to the same placement where they can share experiences and explore what they learn in the course in that placement. Having student teacher work more closely with both university supervisor and mentor teachers in diverse experiences.
Physical Education	Physical Education (Safety) <u>AY 15-16</u> No data <u>AY 16-17</u> 50% <u>AY 17-18</u> 100%	<ul style="list-style-type: none"> Alumni Data More discussion with community partners in a variety of communities (urban, suburban and rural). 	<ul style="list-style-type: none"> Course alignment at the undergraduate level. Course modification based on edTPA document. Requirements from SPA report to drive change. 	<ul style="list-style-type: none"> Full time faculty teach clinical practice courses. More full time faculty should supervise student teachers. Full time faculty load should be devoted to fieldwork.

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Health Education		Dispositions from the classroom and field (started as of Fall 2017)	Low scores on CST, feedback from teacher mentors and university supervisors and SPA report recommendations are used for program actions.	Continue with our structure – content courses feed into HED 508 (methods 1) to HED 703 (methods 2) to HED 792 (full 100 hours of fieldwork done in this course) to HED 538 (student teaching)