

Standard 1 Program Specific Evidence by Assessments

Learning and Learning

TWS. Each of the individual initial programs in Early Childhood Special Education, Childhood Special Education, Childhood Education, Adolescent Education in English, Mathematics, Science and Social Studies, and Teaching English to Speakers of Other Languages (TESOL) on the Garden City Campus with more than five teacher candidates had between 88% and 100% reaching target on the TWS on this element. Only one of three programs with Manhattan teacher candidates consistently had more than five responding to the Exit Survey during the three years, Childhood Special Education, with between 57% and 100% reaching the target. On the Garden City campus, Music Education had 83% in 2015-16 reaching target and Art Education had 57% in that same year. With relatively small number of teacher candidates, however, Art Education had an increase in those reaching target in the subsequent two years.

Danielson. Between 78% and 100% of the Early Childhood Special Education teacher candidates in Garden City achieved target on all domain elements in 2015-16 and 100% achieved target in all elements in the subsequent two years at both Garden City and Manhattan. Ninety-four to 100% of the Childhood student teachers achieved target in all elements in the five-year Scholar Teacher Education Program (STEP) program in 2015-16 with 100% achieving target in the last two years in Childhood STEP and all three years in the Master's program. In Art Education, all teacher candidates achieved target scores on all Learner and Learning domain elements after 75% to 100% in the undergraduate program receiving target scores in 2015-16. Similarly, 89% to 100% of the Music Education teacher candidates achieved target scores on the elements in 2015-16, 75% to 100% in 2016-17 and all receiving target scores in the 2017-18. All of the teacher candidates in Physical Education achieved target for 2015-16 and 2016-17 with between 93% and 100% in 2017-18. In Childhood Special Education, between 91-100% achieved target scores in Garden City in 2015-16 and 100% received target scores the other two years except on one domain element with 80% reaching target in 2017-18. Virtually all teacher candidates in Teaching English to Speakers of Other Languages (TESOL) achieved target scores across the three years except for one candidate in Manhattan. Between 83% and 100% of the English Education teacher candidates in STEP achieved target scores in 2015-16, 88% and 100% in 2016-17, and 100% achieved target in 2017-18, but the teacher candidates in other programs in Adolescence Education (Math, Science and Social Studies) had slightly less or variable percentages receiving target scores on the domain elements across the three years—particularly in STEP.

edTPA. Some of the programs had very high percentages of teacher candidates reaching target scores on the standards related to learners and learning, including Childhood Education (between 94% and 96% over the three years), Social Studies Education (between 92% and 95%), Art Education (between 92% and 100%), and English Education (between 89% and 96%). The lowest scores on the Learner and Learning in the three-year period were those of teacher candidates in Childhood Special Education with between 57% and 81% reaching the target on the rubrics. It should be noted that New York State is aware of the difficulty in that particular edTPA and has supported teacher candidates in this certification area to take the Childhood edTPA instead.

EAS. When the individual areas of competency are broken down on the EAS, teacher candidates reached target 80% or more on the constructed response questions related to English Language Learners in 2016-17 and 2017-18 (88% in 2016-17 and 86% in 2017-18) and Students with Disabilities Multiple Choice questions (84% in 2017-18). The highest scores for all teacher candidates were variable across the three years (from 2015-18). In 2015-16, the highest were the Diverse Student Populations (multiple choice) and English Language Learners (constructed response), both with a mean of 2.9. The highest scores in these two subareas of the test tended to be those teacher candidates from Adolescent Education and Teaching English to Speakers of Other Languages (with means ranging from 3.0 to 3.4). The following two years, the highest were the English Language Learners (constructed response, with a mean of 3.3) and Students with Disabilities (multiple choice, with a mean of 3.0).

Content

Content Grades. Early Childhood Special Education has an average GPA between 3.7 and 3.8; Childhood Special Education is 3.8 across years; Adolescent Special Education is 4.0 for two years (no candidates in 2016-17); English Education from 3.3 to 3.6; Math Education from 3.4 to 3.7; Science Education from 3.2 to 3.4; Social Studies Education from 3.3 to 3.4; Graduate Art Education from 3.8 to 4.0; Undergraduate Art Education from 3.7 to 3.9; Graduate Physical Education from 3.2 to 3.5; Undergraduate Physical Education from 2.7 to 3.0; and TESOL from 3.5 to 3.9.

TWS. In all but three of the programs with more than five candidates, the percentages were between 85% and 100% (most increasing over the three years), including Childhood Special Education, Childhood Education, Adolescent Education in English, Mathematics and Science, Art Education and TESOL. Early Childhood Special Education, Adolescent Social Studies, and Music Education all had less than the target criterion in one year of data collection with percentages ranging from 56% to 75%.

Danielson. Early Childhood Special Education had 78% to 89% of their teacher candidates in Garden City achieve target on the content domain elements in 2015-16. TESOL and Physical Education both had 100% of their teacher candidates achieving target that year. Over 90% of the Childhood Special Education teacher candidates in both Garden City and Manhattan achieved target. Between 88% and 100% of the teacher candidates in Art Education and between 89% and 100% of the Music Education candidates received target scores on the content domain elements that year. Science Education teacher candidates received target scores between 67% and 100% and Childhood Education received target scores between 95% and 100%. In 2016-17, all teacher candidates in Childhood Education, Early Childhood Special Education, Childhood Special Education, and Music Education received rubric scores at the target level in the areas related to content knowledge and application whereas the rest of the teacher education programs had between 63% and 100% achieving target scores on these rubrics (two programs had only one student so percentages were not as relevant): English, Science, Social Studies, Art, Physical Education and TESOL. In 2017-18, all teacher candidates in the Music Education, English Education, Childhood Education, Art, Early Childhood Special Education, and TESOL programs had target scores. Between 80% and 100% of the teacher candidates in Math, Science, Social

Studies, Physical Education and Childhood Special Education had target scores on the rubrics aligned with content knowledge or application on the Danielson Framework.

edTPA. Some of the programs had very high percentages of teacher candidates reaching target scores on the standards related to content, including Childhood Education (between 93% and 95% over the three years), English Education (85% to 93%), Social Studies Education (between 89% and 92%), Art Education (between 86% and 100%), Music Education (between 85% and 100%) and TESOL (between 88% and 98%). The lowest scores on content in the three-year period were those of teacher candidates in Childhood Special Education with between 52% and 80% reaching the target on the rubrics. It should be noted that New York State is aware of the difficulty in the Special Education edTPA and has supported teacher candidates in this certification area to take the Childhood edTPA instead. Teacher candidates in Science Education and Math Education had lower scores in content (below 80%) reaching target but were above the criteria in the other two years.

CST. Again, most of the teacher education programs in the EPP had 100% pass rates and the same CSTs were challenges as in the previous year: 14 teacher candidates taking the English redeveloped test had a 79% with a mean of 526; and those taking the Multisubject safety and redeveloped versions had between 80% and 100% pass rates. In addition, teacher candidates taking the safety version of the CST in Physical Education had a 50% pass rate in 2016-17 (N=4, mean of 225), the redeveloped CST for educating Students with Disabilities was 83% in 2016-17 (N=47, mean of 536) and the safety version of the TESOL CST had a 85% pass rate in 2016-17 (N=13, mean of 239). In 2017-2018, the 86% of the teacher candidates across the EPP who took the safety version of the CST in their respective areas received passing scores (N=49, mean of 237) and 92% of those who took the redeveloped version of the CST passed (N=251, mean of 542). As the previous two years, the majority of the teacher education programs had between 62% and 96% pass rates on the CST on either version. The English redeveloped test resulted in a 91% pass rate (N=11, mean of 533) among its teacher candidates, the Music Education program had a 75% rate of passing on the safety version (N=4, mean of 232), Art Education program had a 67% pass rate on the safety version (N=12, mean of 224), Physical Education had a 92% pass rate on the redeveloped version (N=24, mean of 546), the Special Education programs' teacher candidates had a 97% pass rate on the redeveloped CST for students with disabilities (N=35, mean of 537), and the multisubject CSTs—redeveloped and new—had pass rates of teacher candidates ranging between 50 and 100%.

Instructional Practices

Danielson. Several of the programs had consistently high percentages of teacher candidates achieving target on the instructional practices domain elements across the three years, including Childhood Education (between 95% and 100%), TESOL (100% except for one teacher candidates' scores in Manhattan in 2016-2017), and Physical Education (between 91% and 100%). Most that had comparatively lower percentages of teacher candidates reaching target on particular domain elements related to instructional practices--including Early Childhood Special Education (78% to 100%), Childhood Special Education (80% to 100%), English Education (69% to 100%), Math Education (50% to 100%), Science Education (67% to 100%), Social Studies Education (63% to 100%), Art Education (75% to 100%), and Music Education (75% to

100%)—had the lowest frequencies of target on higher-level, open-ended questions. It is important to note, too, that some of the lower percentages were a function of smaller numbers of teacher candidates in particular programs (some having 1 or 2 students in a location).

edTPA. Some of the programs had very high percentages of teacher candidates reaching target scores on the standards related to instructional practices, including Childhood Education (between 94% and 95% over the three years), English Education (88% to 93%), Social Studies Education (between 91% and 97%), Art Education (between 92% and 100%), Music Education (between 84% and 92%) and TESOL (between 85% and 98%). Lower or more variable percentages of candidates achieving target over the three-year period were those in Childhood Special Education (between 58% and 77%), Mathematics Education (between 74% and 83%), and Early Childhood Special Education (between 96% and 74%).

Professional Responsibilities

edTPA. The two programs with the greatest percentage of teacher candidates achieving target were Art Education (86% to 100%) and Childhood Education (88% to 89%). Several of the programs had percentages ranging in the 70-80% over the three years, including English Education, Math Education, and Physical Education. To understand these results, we are looking at the nature of these two rubrics which involve assessment and self-reflection. Other measures of these dimensions partially corroborate these findings on the edTPA rubrics aligned with professional responsibilities.

Standard 1.2

edTPA. The two programs with the greatest percentage of teacher candidates achieving target were Art Education (86% to 100%) and Childhood Education (88% to 89%). Several of the programs had percentages ranging in the 70-80% over the three years, including English Education, Math Education, and Physical Education.

Danielson. Several had 90% to 100% of the teacher candidates achieving target scores over the three years, including English Education (both STEP and the Masters), Social Studies Education (STEP and the Masters), Childhood Education (STEP and the Masters), Art Education (Graduate), Childhood Special Education (Manhattan) and TESOL (both locations). The lowest percentage of teacher candidates reaching target on the professional responsibility domain elements were in the Math Education and Science Education programs and both demonstrated increases in the percentage of target scores over the three year period.

Standard 1.4

Danielson. Several of our programs had over 90% of teacher candidates reaching target scores over the three years on these domain elements addressing support of P-12 student access to college- and career-ready standards, including Early Childhood Special Education (both locations), Childhood Education (both STEP and Masters levels), Art Education (Graduate), TESOL (Garden City), and Physical Education (Graduate). Those teacher candidates in programs that had lower percentages had basic scores that were in an array of areas related to the

standard for college- and career-readiness, including higher-level questions (in two years of data, English Education, Masters level; Math Education, Masters and STEP; Science Education, Masters and STEP; Social Studies Education, STEP; Art Education, Graduate; Music Education, Undergraduate), designing coherent instruction (Science Education, Masters and STEP; Social Studies Education, STEP; TESOL, Manhattan) and managing classroom procedures (Art Education, Graduate; English Education, STEP and Masters; Math Education, STEP and Masters).

EAS. In 2015-16, the highest were the Diverse Student Populations (multiple choice) and English Language Learners (constructed response), both with a mean of 2.9. The highest scores in these two subareas of the test tended to be those teacher candidates from Adolescent Education and Teaching English to Speakers of Other Languages (with means ranging from 3.0 to 3.4). The following two years, the highest were the English Language Learners (constructed response, with a mean of 3.3) and Students with Disabilities (multiple choice, with a mean of 3.0). In two of the three years reported, the Teacher Responsibilities mean for the EPP's teacher candidates across programs was one of the two lowest on the EAS (2.2 in 2016-17, N=137; 2.4 in 2017-18, N=125).