

# Monroe College School of Education

## CAEP ANNUAL REPORT 2021-2022

### ABOUT US:

The Bachelor of Science in Early Childhood Education program offered by Monroe College's School of Education seeks outstanding candidates through a rigorous admissions program, embracing the urban and urban/suburban graduates of the New York City Board of Education High Schools and surrounding suburban schools. The Educator Preparation Program's (EPP's) goal is to graduate highly skilled teacher practitioners who have the skills and commitment to teach in diverse and often hard-to-staff schools within the New York City Board of Education. In alignment with the mission of Monroe College, we seek to graduate candidates ready to transform the communities in which they live and work. This program is nationally accredited by the Council for Accreditation of Educator Preparation. (CAEP 2021-2028)



Our 2021-2022 graduate as lead teachers in the field.

### NEW LEADERSHIP TEAM

This October, we welcomed a new Dean to our program, Dr. Temica Francis. Dr. Francis comes with a wealth of experience as a classroom teacher, assistant principal, principal, and working at the New York State Department of Education.

Dr. Susanne Metscher and Dr. Johanna David-Tramantano, both professors in the School of Education, have been promoted to the Chair of the Undergraduate Programs and the Chair of the Graduate Programs respectively.

This new leadership team is ready to continue to develop the program by connecting with new school partnerships adding graduate programs such as a residency program and school building administration program, and creating longer term goals like creating a tutor center for students in PreK-6th grade on the campus.



Our new School of Education leadership team.



# 91%

of the 2021-2022 graduates are fully employed classroom teachers upon graduation. Most teachers are working in the Bronx or in local urban/suburban schools positively impacting their local communities.

# Highlights

## NEW GRADUATE PROGRAMS COMING SOON

The Monroe College School of Education is working towards offering a combined Early Childhood and Childhood program which will provide a master's degree to teach students Birth through grade six. Students will receive hundreds of hours of course-embedded fieldwork — observing teachers and students in real-time. The students will also participate in an intensive student-teaching experience that prepares them to lead their own classrooms.

Our goal is also to offer a Transformational Leadership program. The program will be designed to build on skills in leadership, supporting students in an urban school setting, writing, research, and critical thinking, preparing graduates to apply these skills in Birth -6 through education settings. The program will produce leaders who can assess problems and forge solutions that will guide education into the future.

## TEACHER OPPORTUNITY CORPS GRANT

Monroe College School of Education was awarded the Teacher Opportunity Corps (TOC II) grant by New York State for the second time (2016-2021, 2021-2026). This spring the leadership team and two students were able to attend the My Brother's Keeper Summit where they were able to collaborate with other grant awardees. The students were able to present at the summit, sharing their experiences through the program and TOC II.



**MONROE COLLEGE**  
School of Education

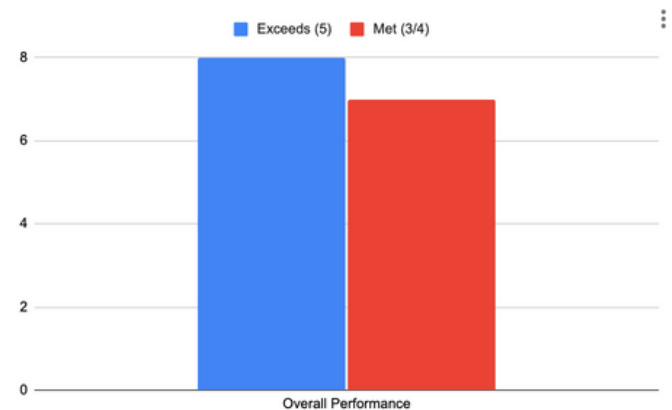
## Council for the Accreditation of Educator Preparation Accountability Measures

The EPP monitors candidate progress through systematic review of their GPA each semester, identifying candidates who fall below the required 3.0 and providing targeted support. Candidates typically exceed the benchmark, earning Dean's and President's Awards each semester for their high academic achievement. For the three data cycles reported, 85% of completers met or exceeded the 3.0 benchmark. The EPP monitors GPA progress as evidence that candidates have mastered the required liberal arts and education content.

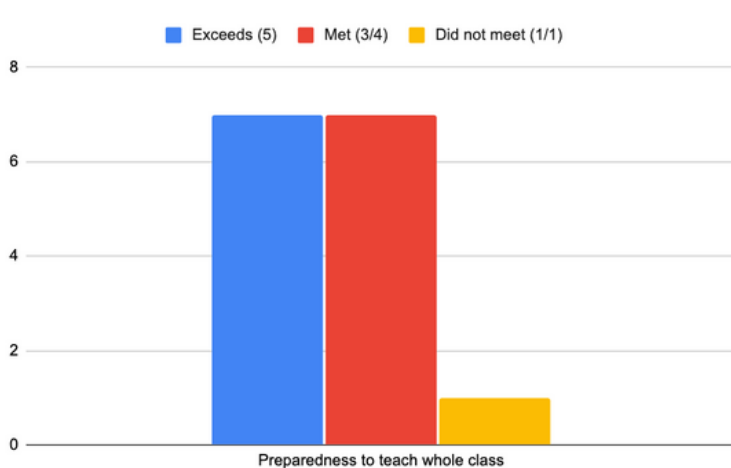
# MEASURE 1: Completer Impact and Effectiveness (Initial Certification)

The New York State (NYS) Education Department does not make teacher evaluations or individual teacher impact on student learning through standardized achievement scores available to EPPs. The lack of available assessments is compounded for Early Childhood educators because in NYS there are no required standardized assessments given for children in the primary grades, Pre-K through Grade 2. Monroe's School of Education uses multiple instruments to measure completer impact and effectiveness including the cooperating teacher feedback checklist, student self evaluation checklist, and the Danielson Framework for Teaching.

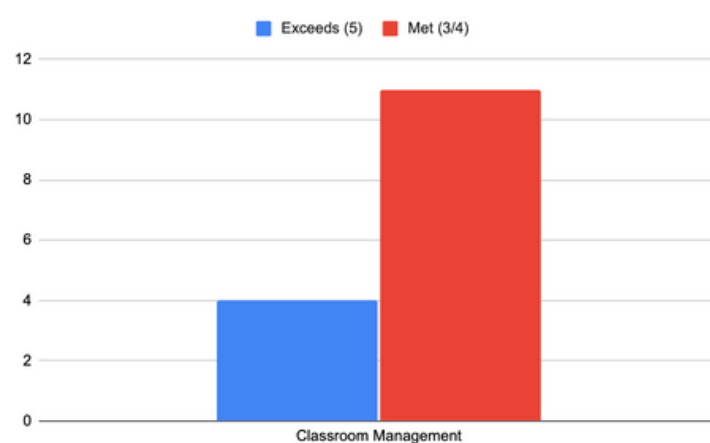
**Figure 1: Overall Performance n=15**



**Figure 2: Preparedness to Teach Whole Group n=15**



**Figure 3: Overall Preparedness in Management**



Based on teacher feedback, overall, 100% of students (n=15) either met or exceeded expectations based on a standardized administration of a cooperating teacher checklist for overall performance and preparedness to classroom management. 93% of students met or exceeded expectations on the preparedness to teach whole group. (see Figures 1-3).

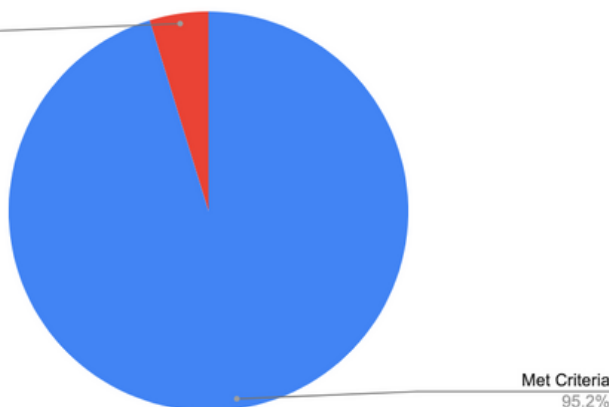
According to the student self-assessment using the same checklist, 100% of students (n=15) rated themselves as meeting expectations or exceeding expectations when reflecting on their overall performance which is consistent with the results of the cooperating teachers' responses.

**Figure 4: Danielson Domain 2 (n=21)**

### Danielson Domain 2

Does not Meet (1-2) Meets (3) Exceeds (4)

Did Not Meet Criteria  
4.8%

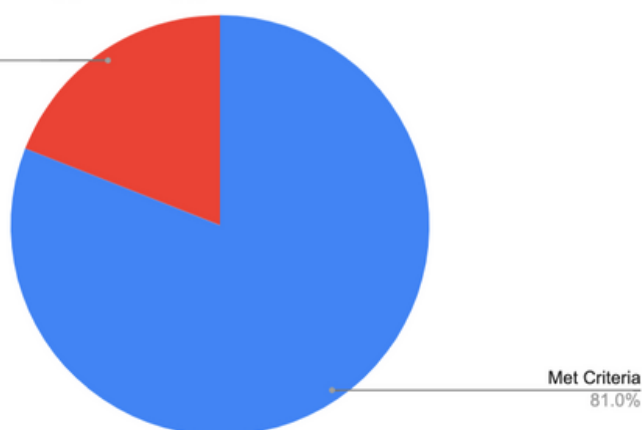


**Figure 5: Danielson Domain 3 (n=21)**

### Danielson Domain 3

Does not Meet (1-2) Meets (3) Exceeds (4)

Did Not Meet Criteria  
19.0%



### Charlotte Danielson's FRAMEWORK FOR TEACHING

<b>DOMAIN 1: Planning and Preparation</b> <ul style="list-style-type: none"> <li><b>1a Demonstrating Knowledge of Content and Pedagogy</b> <ul style="list-style-type: none"> <li>Content knowledge</li> <li>Prerequisite relationships</li> <li>Content pedagogy</li> </ul> </li> <li><b>1b Demonstrating Knowledge of Students</b> <ul style="list-style-type: none"> <li>Child development</li> <li>Learning process</li> <li>Special needs</li> <li>Student skills, knowledge, and proficiency</li> <li>Interests and cultural heritage</li> </ul> </li> <li><b>1c Setting Instructional Outcomes</b> <ul style="list-style-type: none"> <li>Value, sequence, and alignment</li> <li>Clarity</li> <li>Balance</li> <li>Suitability for diverse learners</li> </ul> </li> <li><b>1d Demonstrating Knowledge of Resources</b> <ul style="list-style-type: none"> <li>For classroom</li> <li>To extend content knowledge</li> <li>For students</li> </ul> </li> <li><b>1e Designing Coherent Instruction</b> <ul style="list-style-type: none"> <li>Learning activities</li> <li>Instructional materials and resources</li> <li>Instructional groups</li> <li>Lesson and unit structure</li> </ul> </li> <li><b>1f Designing Student Assessments</b> <ul style="list-style-type: none"> <li>Congruence with outcomes</li> <li>Criteria and standards</li> <li>Formative assessments</li> <li>Use for planning</li> </ul> </li> </ul>	<b>DOMAIN 2: The Classroom Environment</b> <ul style="list-style-type: none"> <li><b>2a Creating an Environment of Respect and Rapport</b> <ul style="list-style-type: none"> <li>Teacher interaction with students</li> <li>Student interaction with students</li> </ul> </li> <li><b>2b Establishing a Culture for Learning</b> <ul style="list-style-type: none"> <li>Importance of content</li> <li>Expectations for learning and behavior</li> <li>Student pride in work</li> </ul> </li> <li><b>2c Managing Classroom Procedures</b> <ul style="list-style-type: none"> <li>Instructional groups</li> <li>Transitions</li> <li>Materials and supplies</li> <li>Non-instructional duties</li> <li>Supervision of volunteers and paraprofessionals</li> </ul> </li> <li><b>2d Managing Student Behavior</b> <ul style="list-style-type: none"> <li>Expectations</li> <li>Monitoring behavior</li> <li>Response to misbehavior</li> </ul> </li> <li><b>2e Organizing Physical Space</b> <ul style="list-style-type: none"> <li>Safety and accessibility</li> <li>Arrangement of furniture and resources</li> </ul> </li> </ul>
<b>DOMAIN 4: Professional Responsibilities</b> <ul style="list-style-type: none"> <li><b>4a Reflecting on Teaching</b> <ul style="list-style-type: none"> <li>Accuracy</li> <li>Use in future teaching</li> </ul> </li> <li><b>4b Maintaining Accurate Records</b> <ul style="list-style-type: none"> <li>Student completion of assignments</li> <li>Student progress in learning</li> <li>Non-instructional records</li> </ul> </li> <li><b>4c Communicating with Families</b> <ul style="list-style-type: none"> <li>About instructional program</li> <li>About individual students</li> <li>Engagement of families in instructional program</li> </ul> </li> <li><b>4d Participating in a Professional Community</b> <ul style="list-style-type: none"> <li>Relationships with colleagues</li> <li>Participation in school projects</li> <li>Involvement in culture of professional inquiry</li> <li>Service to school</li> </ul> </li> <li><b>4e Growing and Developing Professionally</b> <ul style="list-style-type: none"> <li>Enhancement of content knowledge and pedagogical skill</li> <li>Service to the profession</li> </ul> </li> <li><b>4f Showing Professionalism</b> <ul style="list-style-type: none"> <li>Integrity/ethical conduct</li> <li>Service to students</li> <li>Advocacy</li> <li>Decision-making</li> <li>Compliance with school/district regulations</li> </ul> </li> </ul>	<b>DOMAIN 3: Instruction</b> <ul style="list-style-type: none"> <li><b>3a Communicating With Students</b> <ul style="list-style-type: none"> <li>Expectations for learning</li> <li>Directions and procedures</li> <li>Explanations of content</li> <li>Use of oral and written language</li> </ul> </li> <li><b>3b Using Questioning and Discussion Techniques</b> <ul style="list-style-type: none"> <li>Quality of questions</li> <li>Discussion techniques</li> <li>Student participation</li> </ul> </li> <li><b>3c Engaging Students in Learning</b> <ul style="list-style-type: none"> <li>Activities and assignments</li> <li>Student groups</li> <li>Instructional materials and resources</li> <li>Structure and pacing</li> </ul> </li> <li><b>3d Using Assessment in Instruction</b> <ul style="list-style-type: none"> <li>Assessment criteria</li> <li>Monitoring of student learning</li> <li>Feedback to students</li> <li>Student self-assessment and monitoring</li> </ul> </li> <li><b>3e Demonstrating Flexibility and Responsiveness</b> <ul style="list-style-type: none"> <li>Lesson adjustment</li> <li>Response to students</li> <li>Persistence</li> </ul> </li> </ul>

# THE FRAMEWORK FOR TEACHING



The Danielson Framework for Teaching was used by the student teacher supervisors to evaluate student performance four times throughout students' student teaching experiences. The averages for the scores on Domain 2: The Classroom Environment and Domain 3: Instruction were calculated.

Based on the rubric averages, overall, 95.2% of students (n=21) met Domain 2: Classroom Environment and 81% of students met expectations on Domain 3: Instruction (see Figures 4-5).



# MEASURE 2: Satisfaction of Employers and Stakeholder Involvement

## SATISFACTION OF EMPLOYERS


In an effort to collect more widespread information about employer satisfaction, the EPP decided to collect employer satisfaction from an expanded list of employers, replacing the previous Case Study. A survey was sent to employers of graduates you are working in B-2 classroom settings.

Employers rated the teachers on a scale from 1 (none of the time) to 4 (all of time) in various categories including the candidate's ability to:

- make appropriate instructional decisions to support student learning
- integrate appropriate standards into instruction
- design lessons with clear learning objectives
- modify instruction to meet the needs of diverse learners
- assess students' learning
- support students' vocabulary development
- incorporate higher order thinking questions
- motivate students to learn
- communicate well with students, families, and colleagues
- be open to feedback
- manage a classroom efficiently to create a positive learning environment

The teachers all met the expectation (score of 3 or above) in all areas except designing higher order thinking questions. Particular areas of strength were being open to feedback, communication with all stakeholders, and designing lessons with clear objectives and assessments.

To support the teachers in developing higher order thinking questions, we will begin to hold workshops for graduates that focus on this topic and meet with with teachers through our mentor program, one on one to best support their individual needs. We will also send out resources to support teachers in developing these skills. (Figure 6)



"The teacher is is amazing young person and she will go far in the field!"

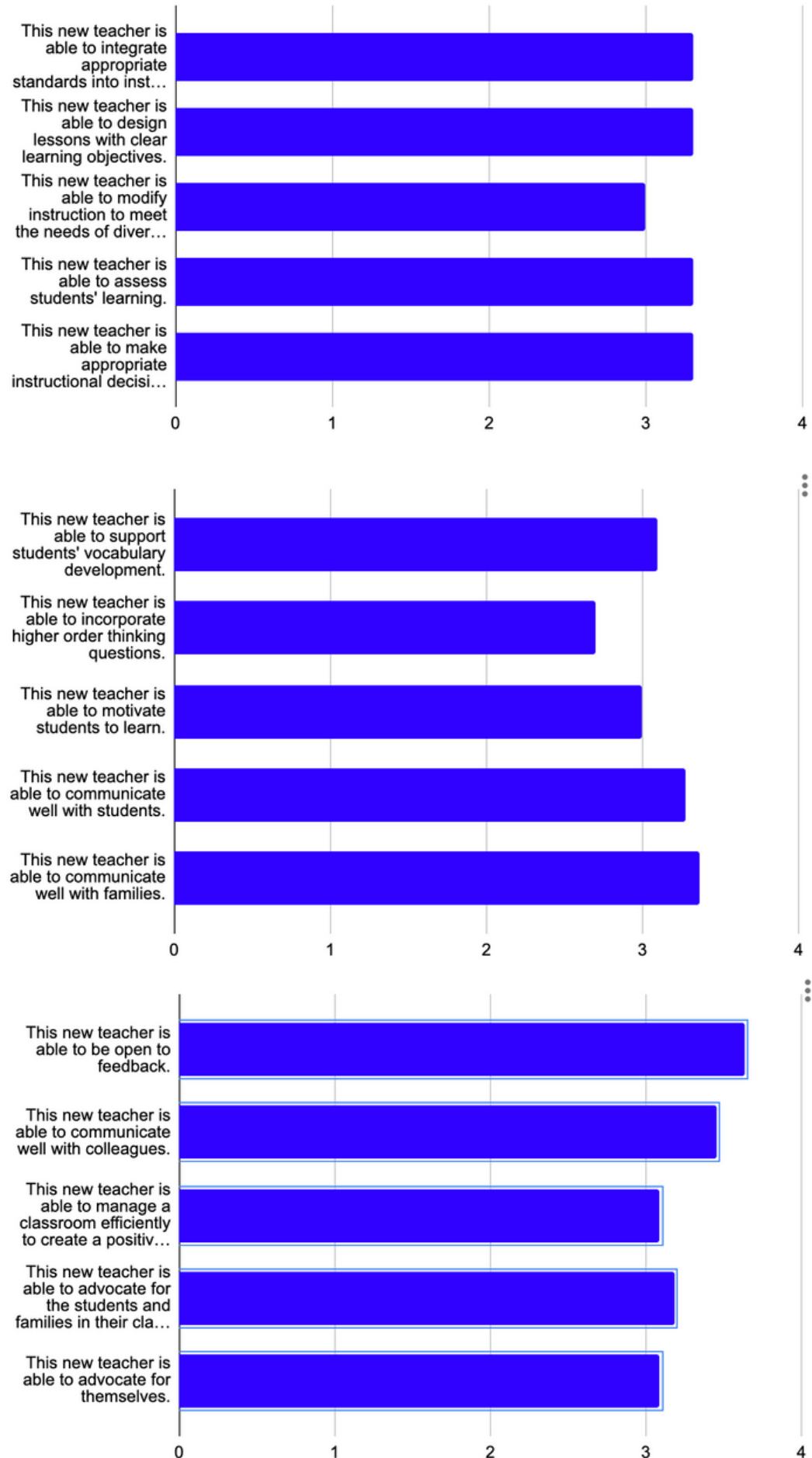
"The teacher is is an excellent support to our school and we value her as a teacher greatly!"

"She is open to suggestions and trying new approaches."

# Figure 6

n=9

## Employer Satisfaction Survey for Administrators



# MEASURE 3:

## Candidate Competency at Completion

Candidate competency was measured by the student pass rate on the NYS Early Childhood certification exams which include:

- Educating All Students (EAS)
- Early Childhood Content Speciality Tests (CST):
  - Part One: Literacy and English Language Arts
  - Part Two: Mathematics
  - Part Three: Arts and Sciences
- Teachers Performance Assessment (edTPA)
  - Task 1: Planning Commentary
  - Task 2: Instructional Commentary
  - Task 3: Assessment Commentary



**Figure 7: CST 1 Pass Rate (n=21)**

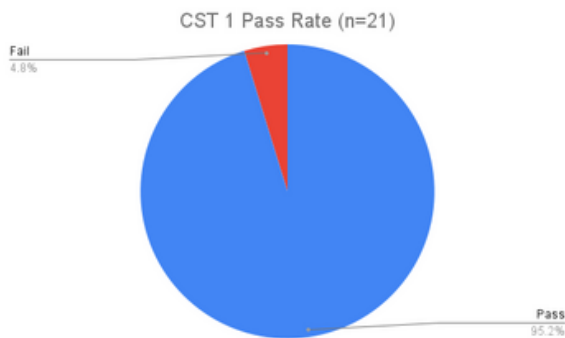


Figure 7 demonstrates that 95% of students passed the CST 1.

**Figure 8: CST 2 Pass Rate (n=21)**

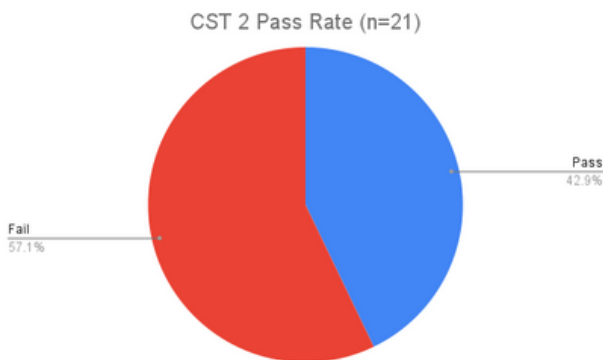


Figure 8 demonstrates that 43% of students passed the CST 2.

**Figure 9: CST 3 Pass Rate (n=21)**

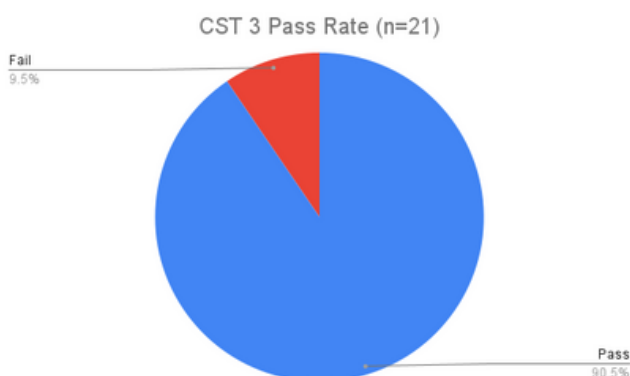
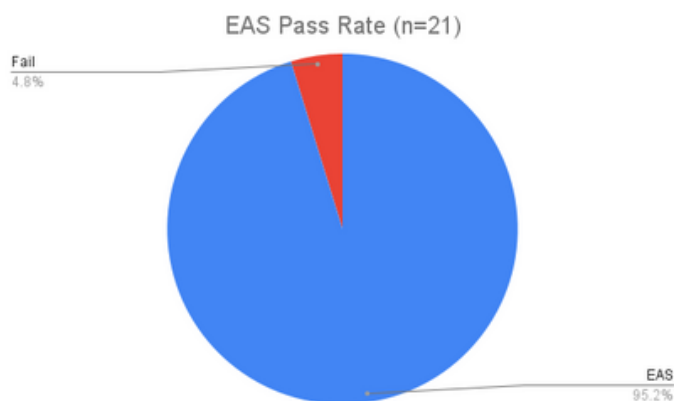


Figure 9 demonstrates that 91% of students passed the CST 3.

**Figure 10: Educating All Students Pass Rate (n=21)**



## EAS EXAM

Figure 10 demonstrates that 95% of students passed the EAS.

## EDTPA

The NYS passing benchmark is a total score of 38/75 on the edTPA. 95% of students passed the edTPA exam, with 95% exceeding expectations and 5% did not meet expectations. (Figure 12).

On the Planning Commentary, 95% met or exceeded expectations (Figure 13).

On the Instructional Commentary, 80% met or exceeded expectations (Figure 14).

On the Assessment Commentary, 40% met expectations (Figure 15).

Monroe College's overall mean for the edTPA in Early Childhood exceeds the New York State average at 41.4 and the national average at 41.2 with a total mean of 43.4 (n=14) (Figure 11).

**Figure 11: Overall Mean for Early Childhood edTPA**

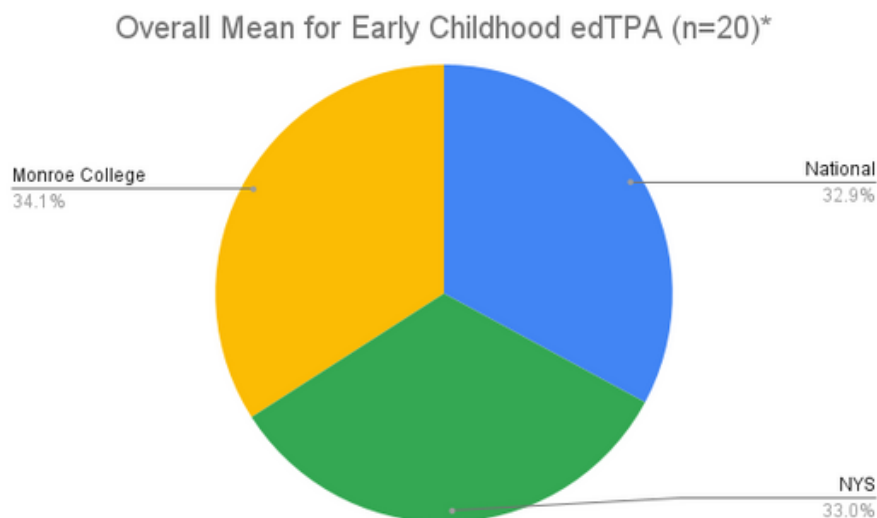




Figure 12: Met or Exceeded edTPA (n=20)\*

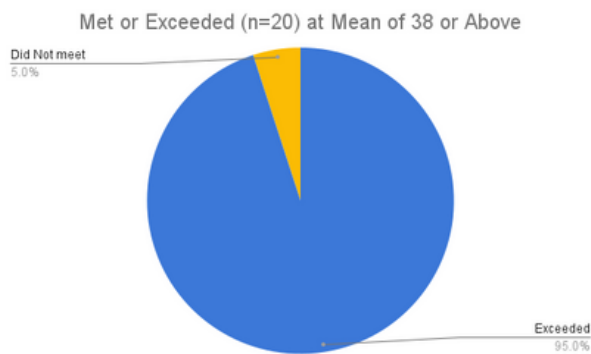
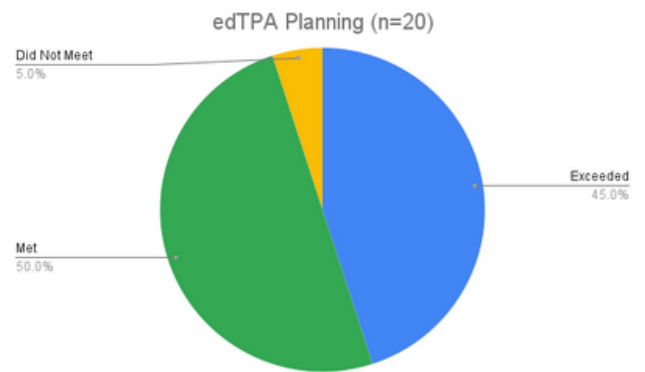


Figure 13: Pass Rate edTPA Task 1 (n=20)



\*Missing one report for one student (n=20)

Figure 14: Pass Rate edTPA Task 2 (n=20)

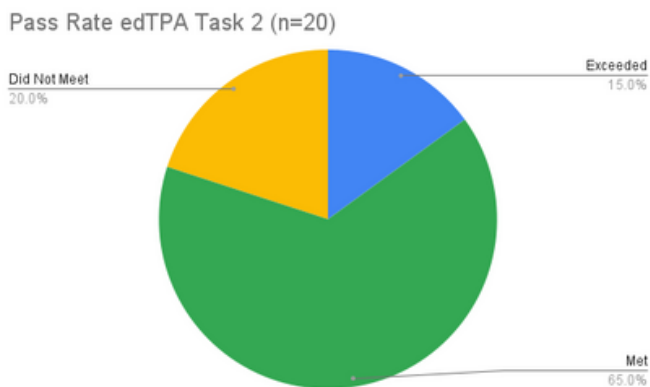
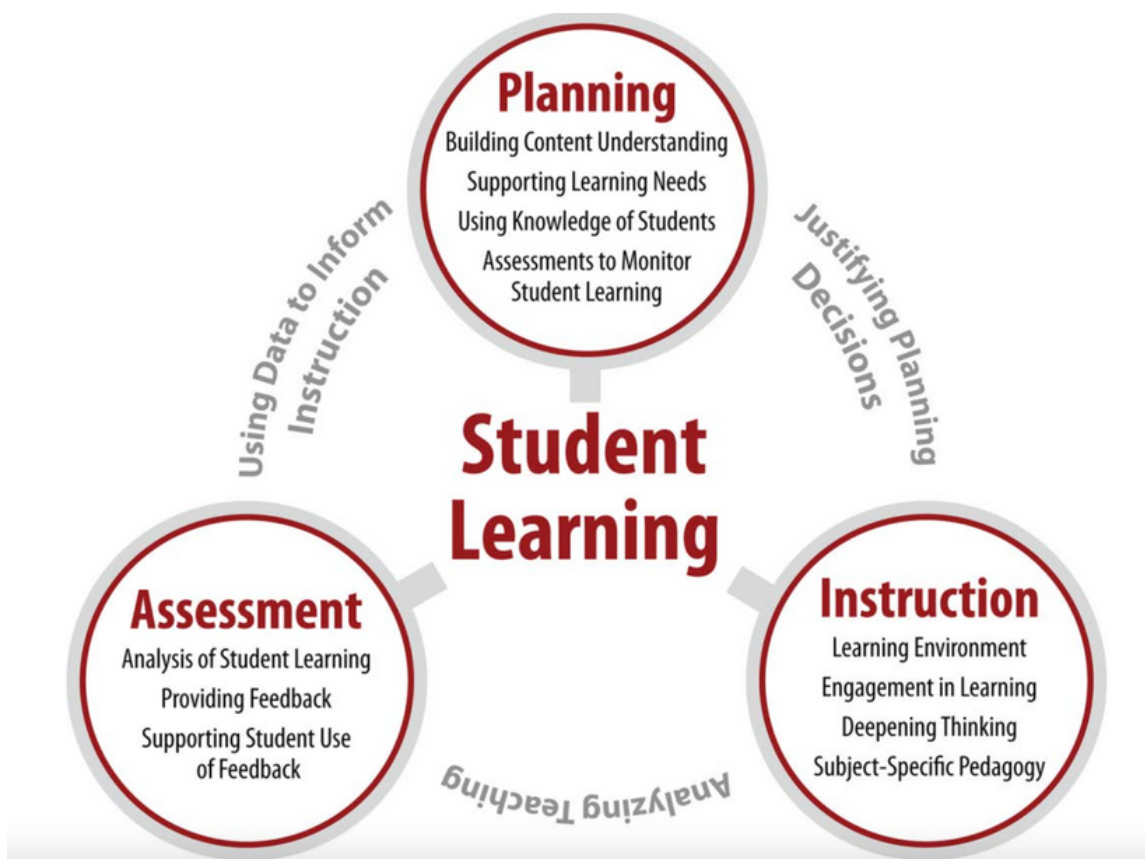
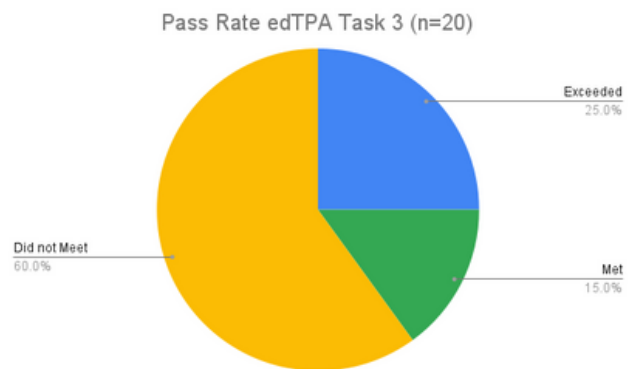
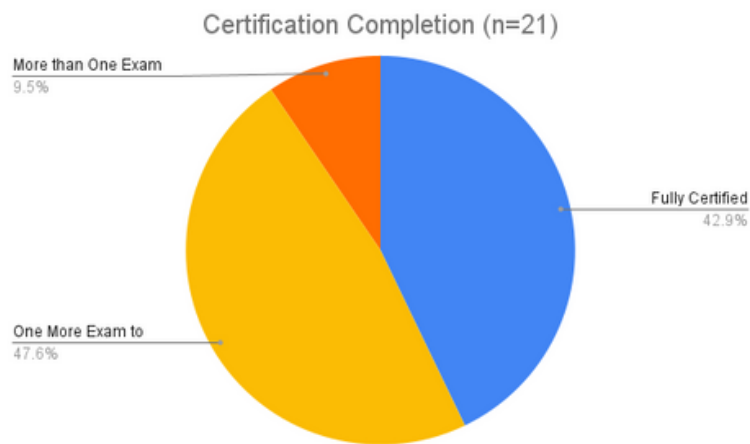


Figure 15: Pass Rate edTPA Task 3 (n=20)



**Figure 16: Certification Completion (n=21)**



## **CERTIFICATION COMPLETION**

43% earned initial NYS certification and 57% are covid certified. 48% of students have one more exam to pass (CST 2: Math) and 9% have more than 1 exam to pass (Figure 16). The CST 2 still proves to be a challenge for our students. We have implemented math boot camp classes to support students across exams but place a strong focus on developing their mathematical skills in preparation for the exam. The boot camps are offered to both graduates of our program and current students.



Our 2021-2022 students graduated as lead teachers in the field.

### **MEASURE 4:**

#### **Ability of Completers to be Hired for Educational Positions for Which They Have Been Prepared**

91% of 2021-2022 graduates were successfully employed as classroom teachers upon graduation, most in the Bronx or local urban/suburban schools, positively impacting their local communities.

We sent out an alumni survey to better understand if our students felt prepared to be first year teachers. based on their experiences at the College.. Students had to rate their levels of preparation from 1 (never) to 5 (always). The results indicate that students felt well-prepared (see figure 17-18).

Figure 17-18

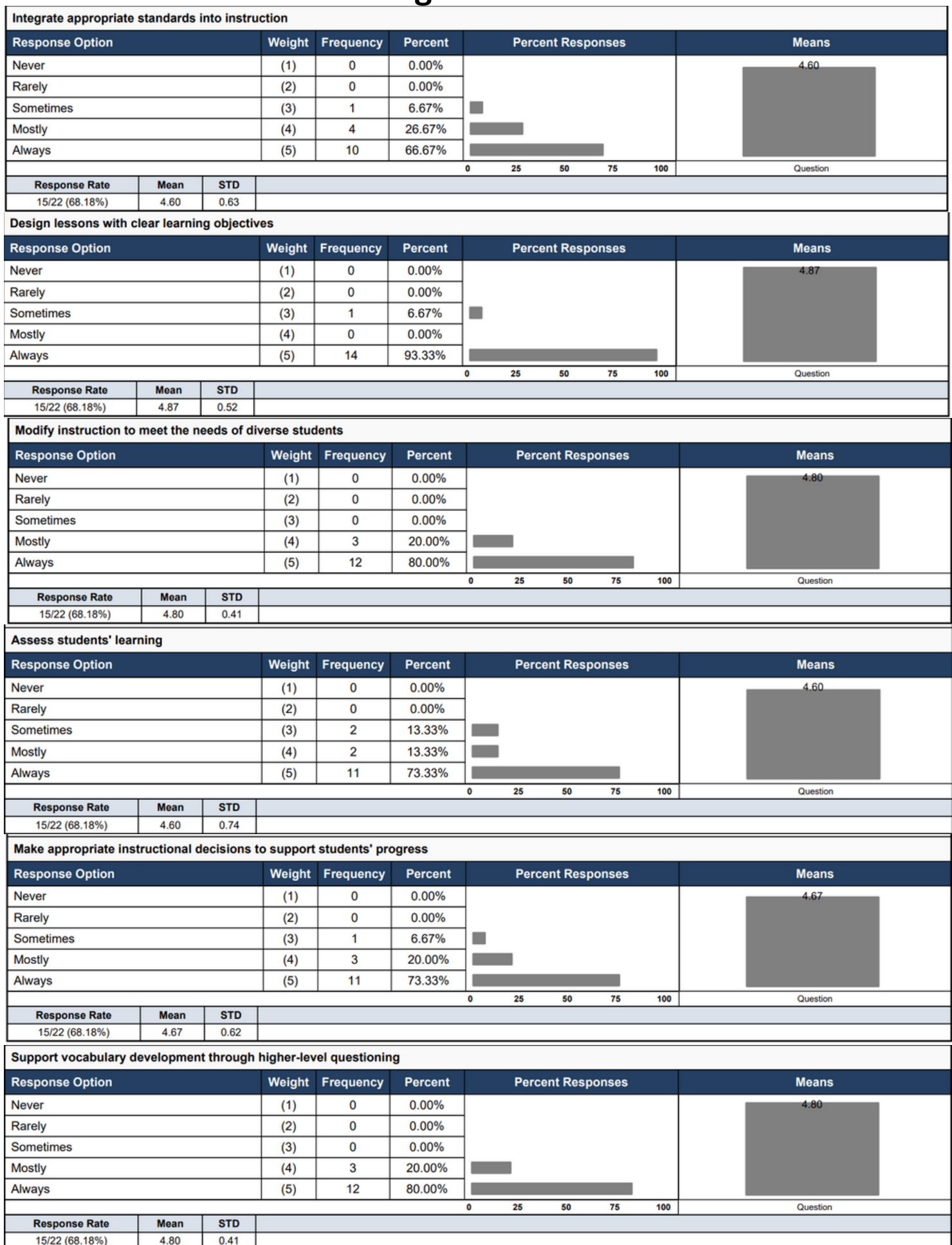


Figure 17

