

Monroe College School of Education

CAEP ANNUAL REPORT 2022-2023

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)

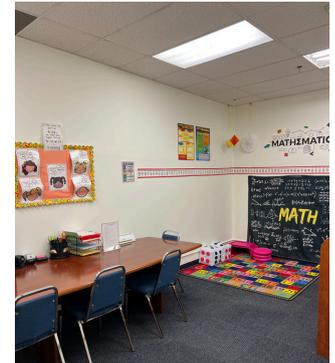
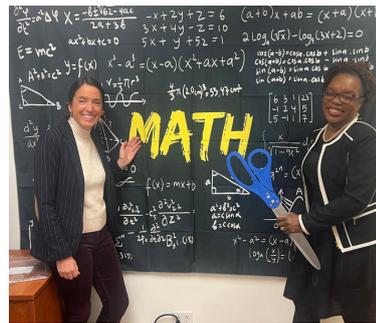


NEW MATH LAB

Our School of Education Leadership team successfully hosted a ribbon cutting ceremony for the grand opening of the Math Lab in November. We have worked hard to put together a beautiful lab where students will have access to math tutoring, tools that will be used in math, manipulatives that can be used, and a safe space to work independently. Students have been working towards increasing the pass rate on the CST 2 exam.

Students from the School of Education use this space to lesson plan, put together math projects that have been assigned, and prep for their math certification exams. We will be utilizing this space for our math workshops as well.

The lab is equipped three computers, a printer, a laminating machine, dry erase board and a carpet area. This is a comfortable space to be used by all.



One of our 2022-2023 graduates as a lead teachers in the field.

Our new Math Lab



93%

of the 2022-2023 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 FOR FALL 2024

The education programs at Monroe's King Graduate School are dedicated to training teachers who are not merely instructors but who are advocates for diverse students and their communities. We are working to develop new programs aligned to the teacher shortage. Here are the new programs that have been approved by New York State and will launch this fall:

Master of Arts in Teaching for Licensed Teachers & Career Changers

- Urban/Special Education (Early Childhood Education) (Birth-Grade 2): certification in both general education and special education
- Urban/Special Education (Childhood Education) (Grades 1-6): certification in both general education and special education
- General Education (Early Childhood Education/Childhood Education) (Birth-Grade 6): dual certification in general education only

Master of Science in Education for Licensed Teachers

- Bilingual Education (K-12)

Advanced Certificate for Licensed Teachers

- Bilingual Education (K-12)
- Special Education (ECE)

With a combination of hybrid and online classes, our programs offer flexible study options designed to work with the already-demanding schedules of professional teachers and working adults. Those employed in a school, can complete their fieldwork within their school.



TEACHER OPPORTUNITY CORPS GRANT

Monroe College School of Education was awarded the Teacher Opportunity Corps (TOC II) grant by New York State My Brother's Keeper initiative. This initiative seeks to "Change the Narrative" of boys and young men of color, and all students, by closing and eliminating the opportunity gaps they face and helping them to reach their full potential for the second time (2016-2021, 2021-2026) for our undergraduate program. This year we were also awarded the grant for our graduate level program.

This funding helps us provide free and reduced tuition for scholarship recipients, mentoring to students, and supplemental workshops with topics ranging from certification test preparation to pedagogy to social emotional support.



Our undergraduate students received healthy cooking lessons and easy meal preparation tips from the non-profit organization, Bronx Eats.



Our undergraduate and graduate students received a series of workshops to learn how to address conflict both in the classroom and their personal lives from Sara Steinweiss from Conflict Resolution Management

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)

Monroe College 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. To address the completer impact portion of Measure 1 (R4.1), which demonstrates the impact of preparation on P-12 student learning and development and can be linked with teacher data, we will collect, analyze and report the data.

Figure 1: Overall Performance n=10

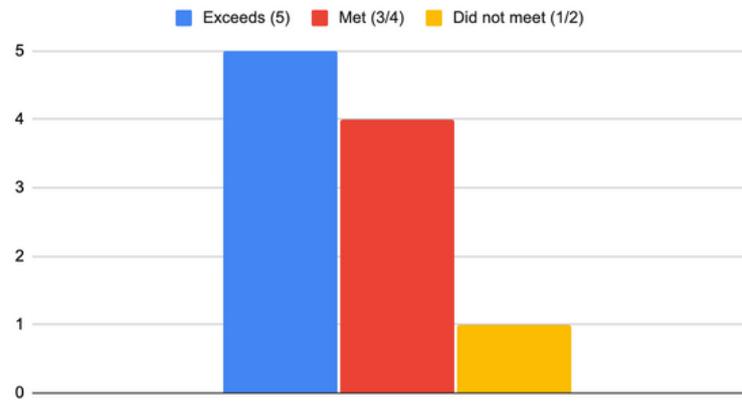


Figure 2: Preparedness to Teach Whole Group n=10

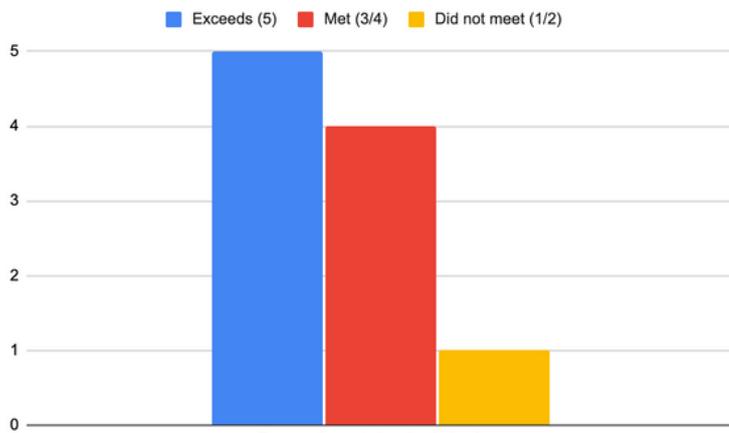
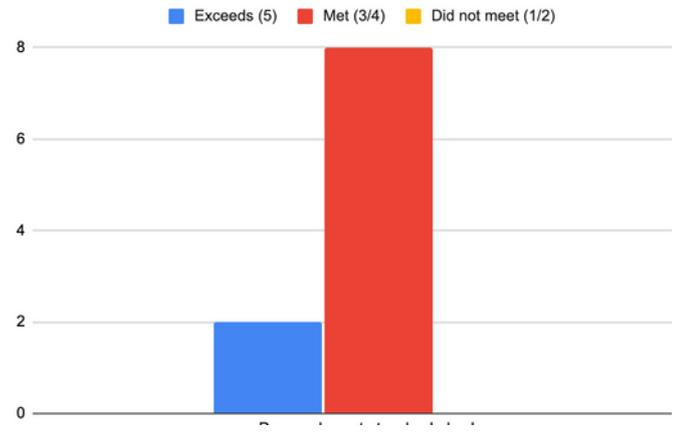


Figure 3: Overall Preparedness in Management n=10



Based on teacher feedback, overall, 90% of students (n=10) either met or exceeded expectations based on a standardized administration of a cooperating teacher checklist for overall performance and preparedness to teach the whole class. 100% of students met or exceeded expectations on the preparedness in classroom management. (see Figures 1-3). Other areas of strength including student teachers' ability to build positive relationships with students (average=4.58) and the ability to learn (average=4.46).

Figure 4: Danielson Domain 2 (n=14)

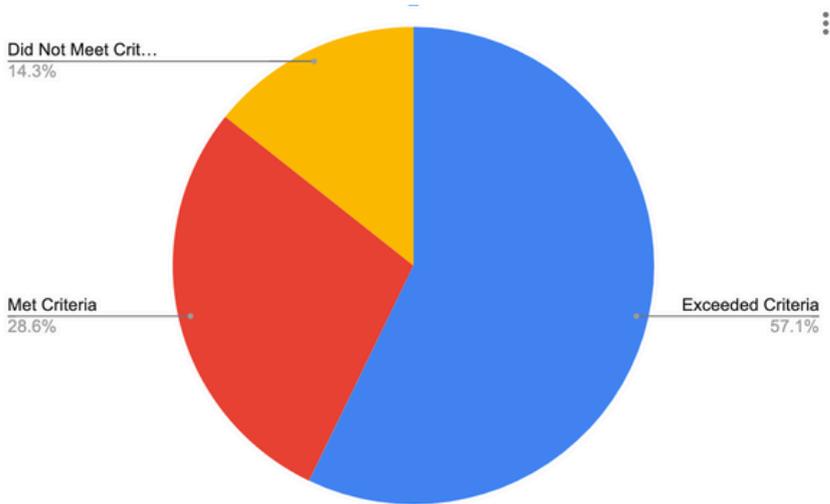
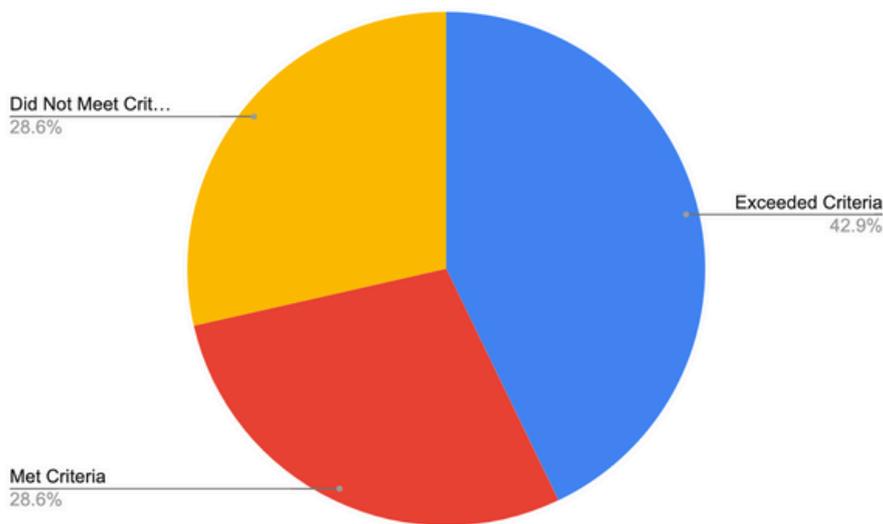


Figure 5: Danielson Domain 3 (n=14)



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, 85.7% of students (n=14) met Domain 2: Classroom Environment and 71.4% of students met expectations on Domain 3: Instruction (see Figures 4-5).

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy 1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage 1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students 1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	DOMAIN 2: The Classroom Environment 2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students 2b Establishing a Culture for Learning • Importance of content • Expectations for learning and behavior • Student pride in work 2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals 2d Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior 2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources
DOMAIN 4: Professional Responsibilities 4a Reflecting on Teaching • Accuracy • Use in future teaching 4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records 4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program 4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school 4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Service to the profession 4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations	DOMAIN 3: Instruction 3a Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation 3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing 3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring 3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence

MEASURE 2: Satisfaction of Employers and Stakeholder Involvement

SATISFACTION OF EMPLOYERS

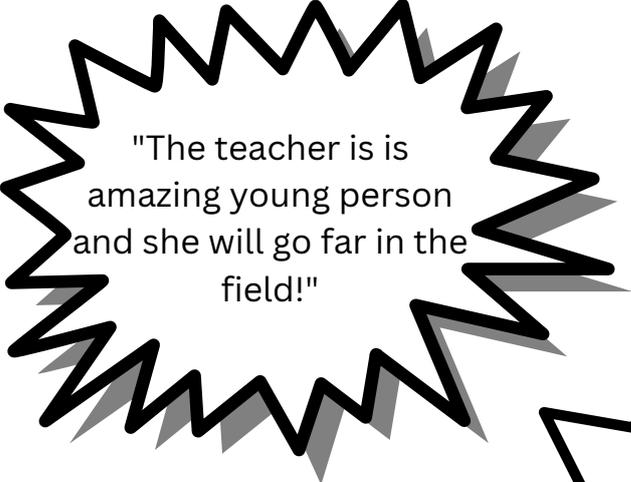
In an effort to collect more widespread information about employer satisfaction, the EPP decided to collect employer satisfaction from an expanded list of employers, replacing the previous Case Study. A survey was sent to employers of graduates you are working in B-2 classroom settings.

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:

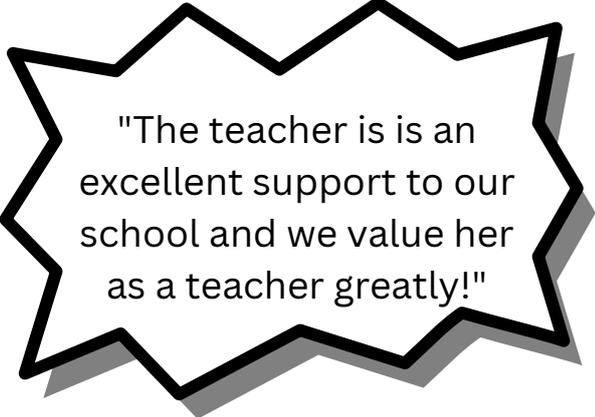
- make appropriate instructional decisions to support student learning
- integrate appropriate standards into instruction
- design lessons with clear learning objectives
- modify instruction to meet the needs of diverse learners
- assess students' learning
- support students' vocabulary development
- 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!"

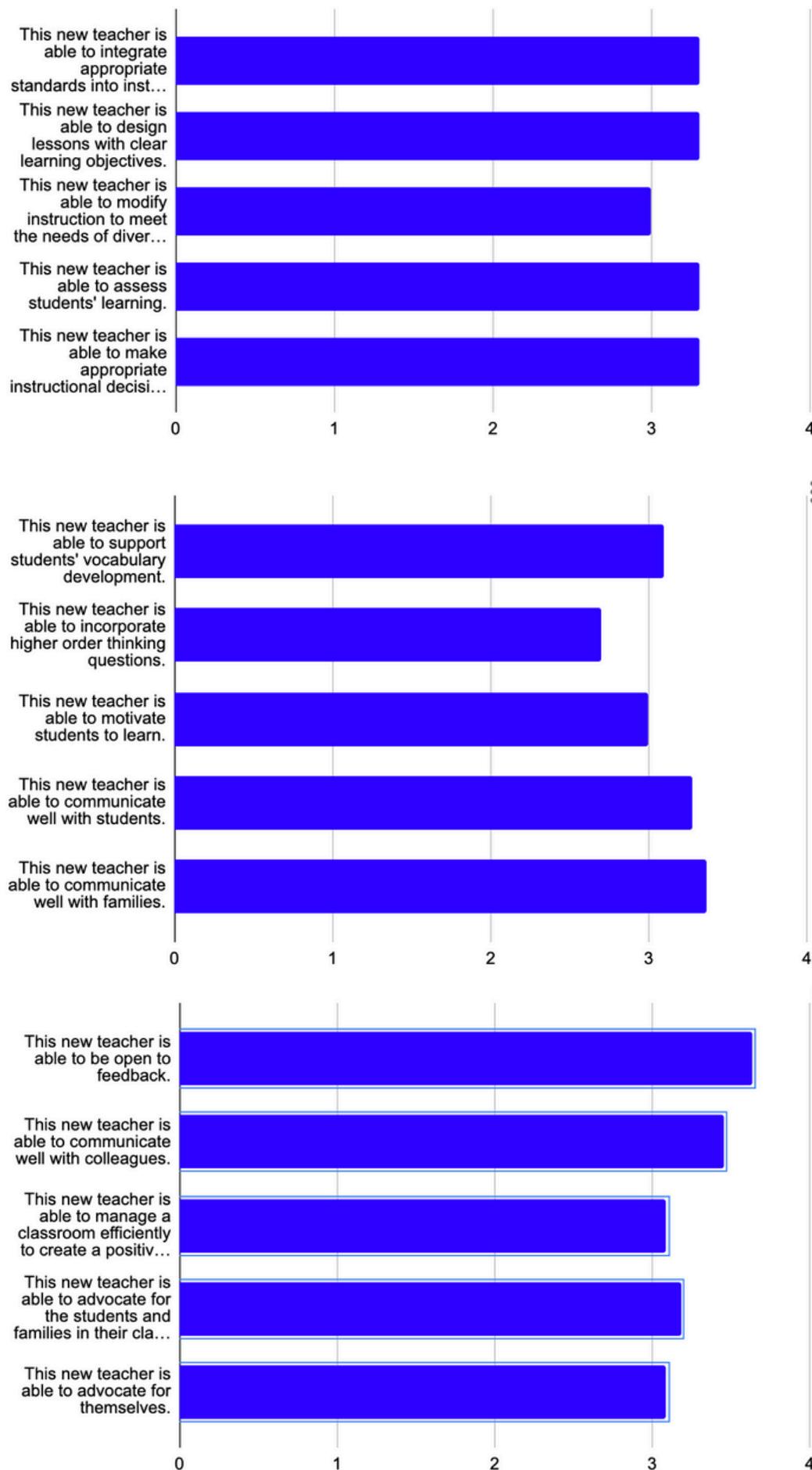


"She is open to suggestions and trying new approaches."

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=14)

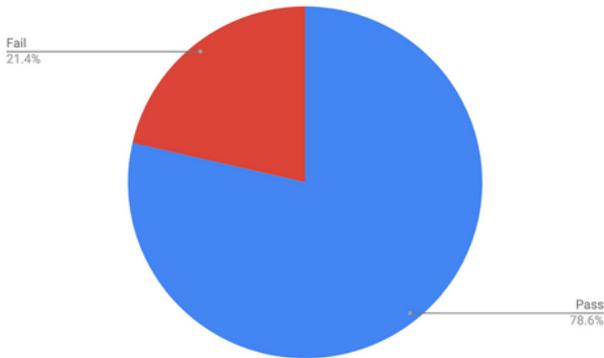


Figure 7 demonstrates that 78.6% of students passed the CST 1.

Figure 8: CST 2 Pass Rate (n=14)

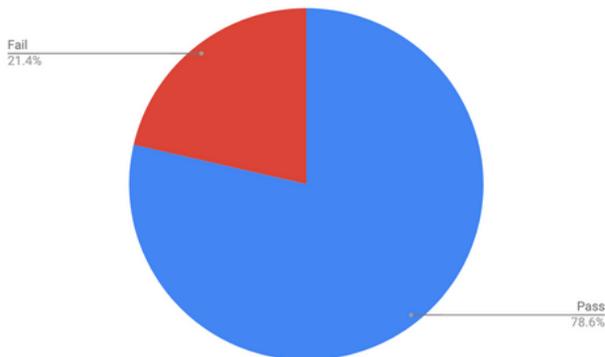


Figure 8 demonstrates that 78.6% of students passed the CST 2.

Figure 9: CST 3 Pass Rate (n=14)

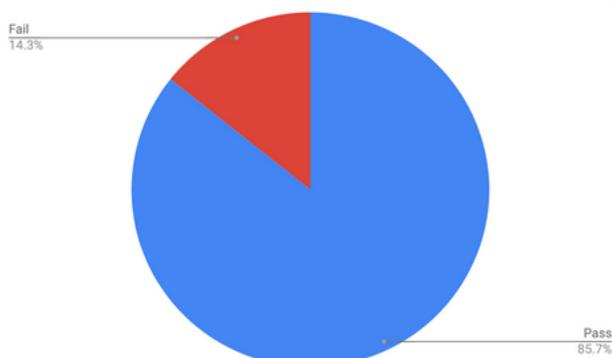
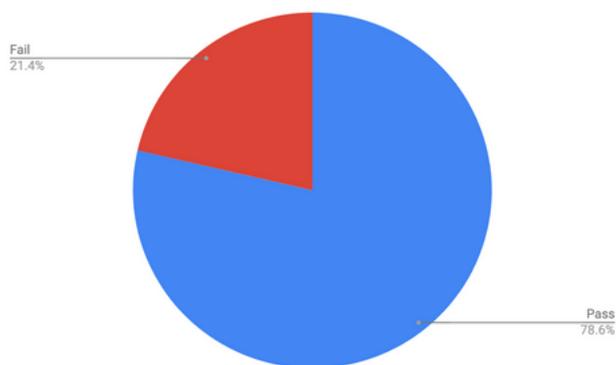


Figure 9 demonstrates that 91% of students passed the CST 3.

**Please note one student chose not to continue her path to becoming a teacher.*

Figure 10: Educating All Students Pass Rate (n=15)



EAS EXAM

Figure 10 demonstrates that 78.6% of students passed the EAS.

EDTPA

The NYS passing benchmark is a total score of 38/75 on the edTPA. 79% of students passed the edTPA exam, with 35% exceeding expectations and 21% did not meet expectations. (Figure 12).

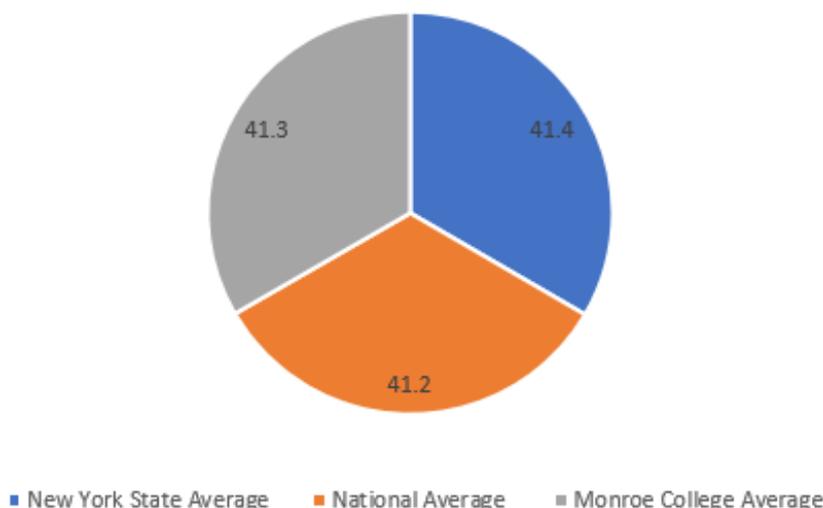
On the Planning Commentary, 14.8 was the mean average score.

On the Instructional Commentary, 13.5 was the mean average score.

On the Assessment Commentary, 13.0 was the mean average score

Monroe College's overall mean for the edTPA in Early Childhood was .1% below the New York State average at 41.4 and exceeded the national average at 41.2 with a total mean of 41.3 (n=23) (Figure 11).

Figure 11: Overall Mean for Early Childhood edTPA



An edTPA portfolio provides an extensive exploration of student teachers' teaching practices and self-reflections over the course of a three-to-five-day lesson cycle.

A candidate's portfolio involves three tasks:

- **Planning.** This portfolio section is all about planning a learning segment and creating great lesson plans.
- **Instruction.** This portfolio section is about filming yourself teaching a real class.
- **Assessment.** This portfolio section is about providing feedback on a student assignment and reflecting on one's own performance throughout the process.

Figure 12: Performance Mean Summary by Task (n=23)

	N	Total Score Mean	Planning					Instruction					Assessment					Mean by Task		
			P01	P02	P03	P04	P05	I06	I07	I08	I09	I10	A11	A12	A13	A14	A15	P	I	A
All 15-Rubric Handbooks	23	41.3	3.1	3.0	2.8	3.0	2.8	3.0	3.0	2.9	2.0	2.8	2.6	2.2	2.6	2.8	2.9	14.8	13.5	13.0
Early Childhood	23	41.3	3.1	3.0	2.8	3.0	2.8	3.0	3.0	2.9	2.0	2.8	2.6	2.2	2.6	2.8	2.9	14.8	13.5	13.0

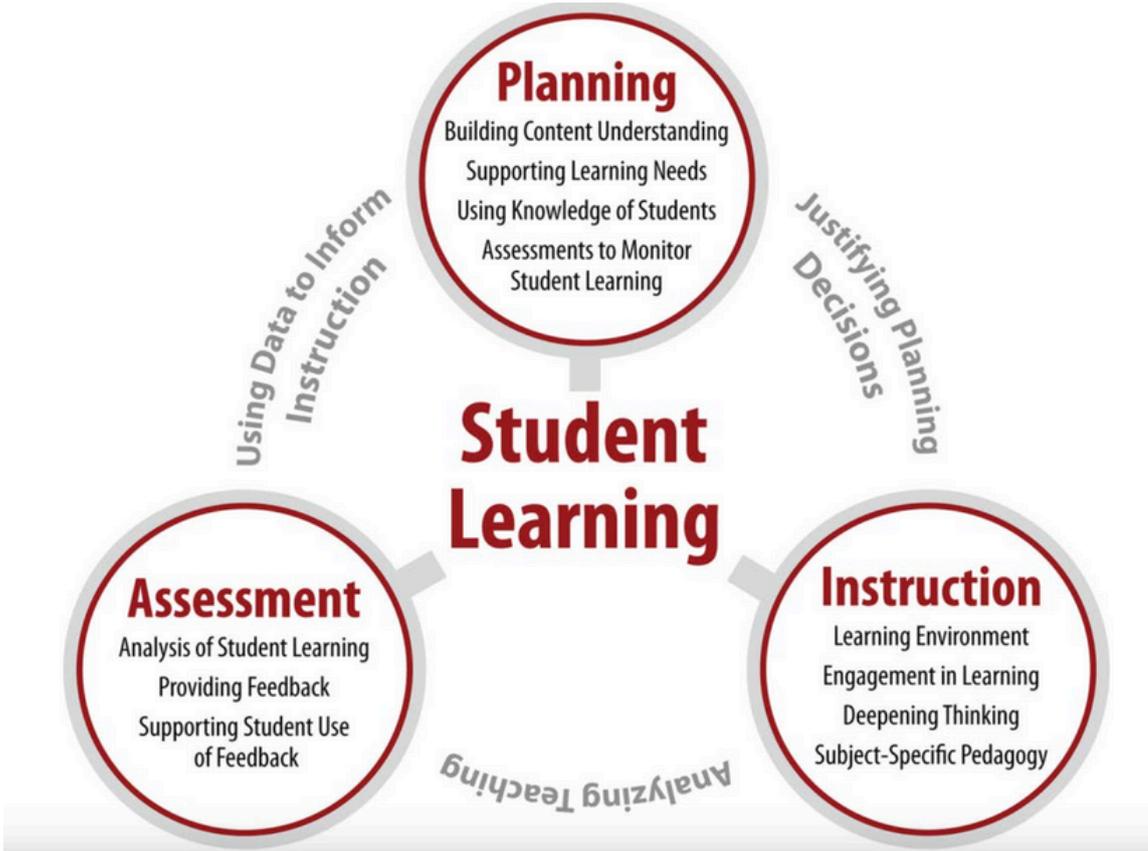
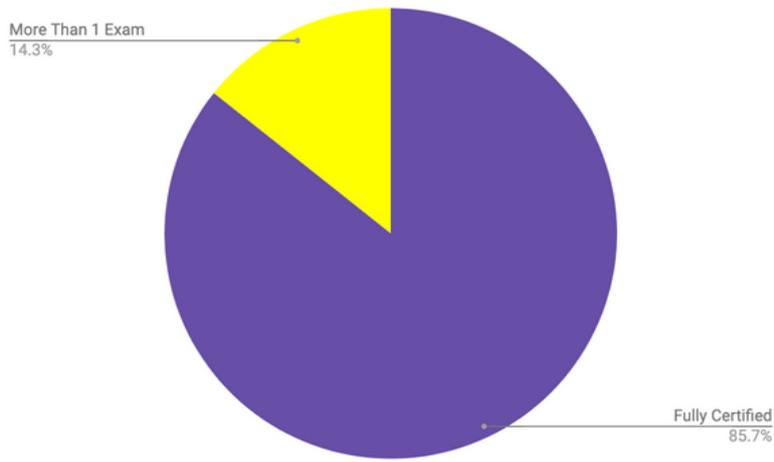


Figure 16: Certification Completion (n=14)



CERTIFICATION COMPLETION

85.7% of the 2022-2023 graduates earned initial NYS certification, which is double the number of students who completed certification as of April of last year. 14.3% of students have 3-4 exams to pass (CST 1: Literacy, CST 2: Math, CST 3: Arts & Sciences, and EAS).

*Please note one student decided not to continue to become a teacher. We continue to embed test preparation within our courses and also implement supplementary test preparation workshops to both graduates of our program and current students to help them in passing these exams.



Our 2022-2023 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

93% of 2023-2024 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

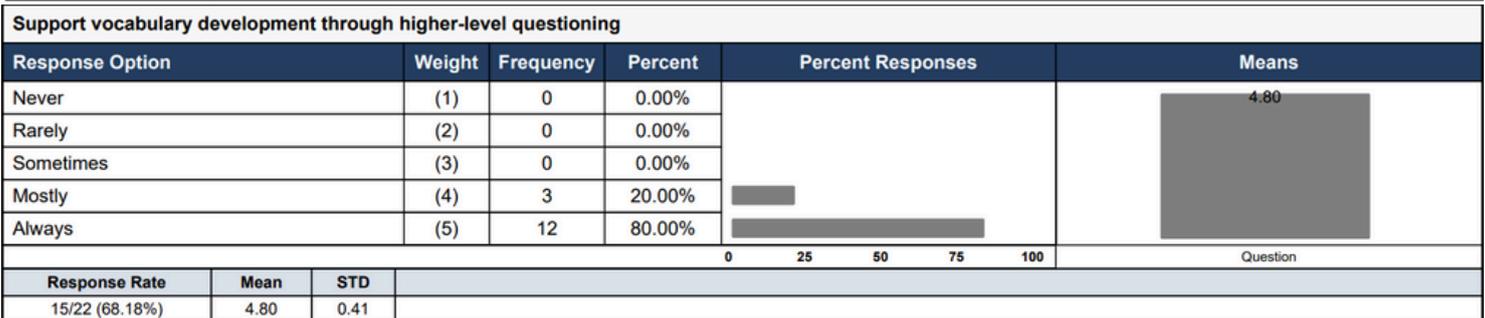
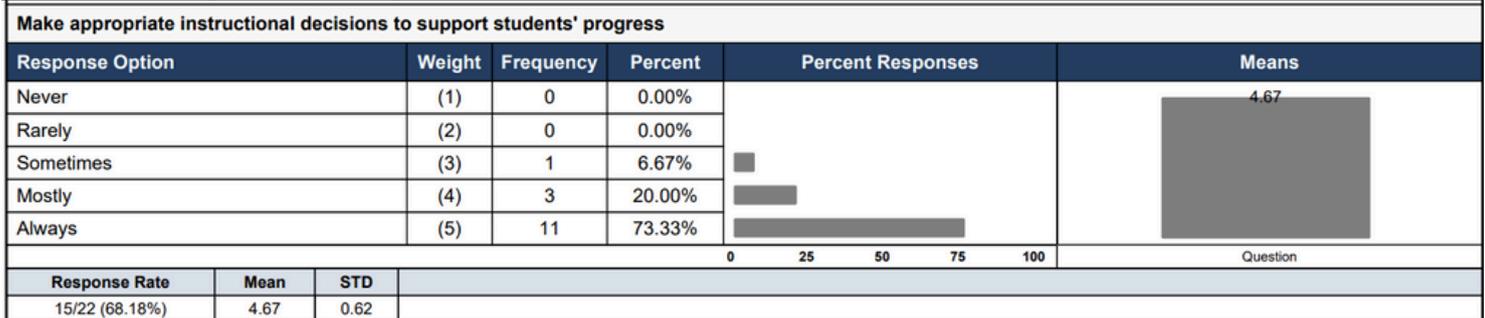
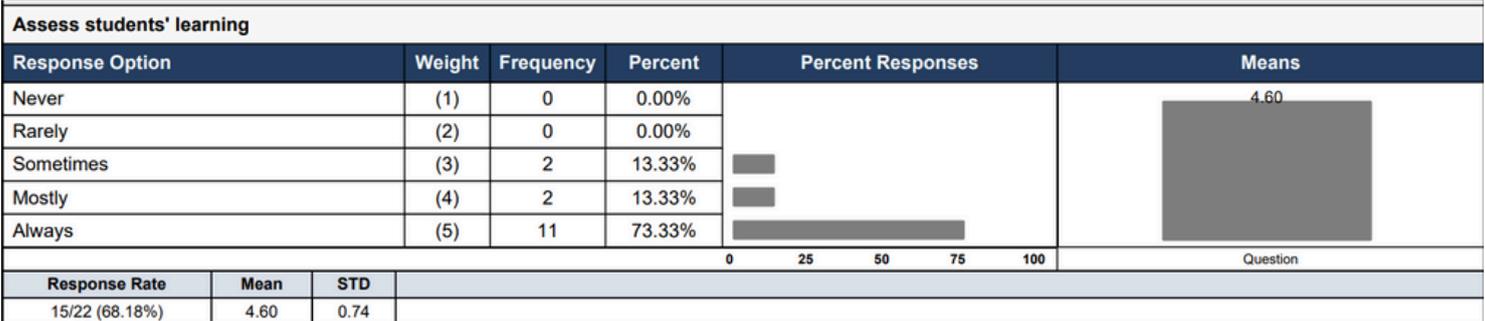
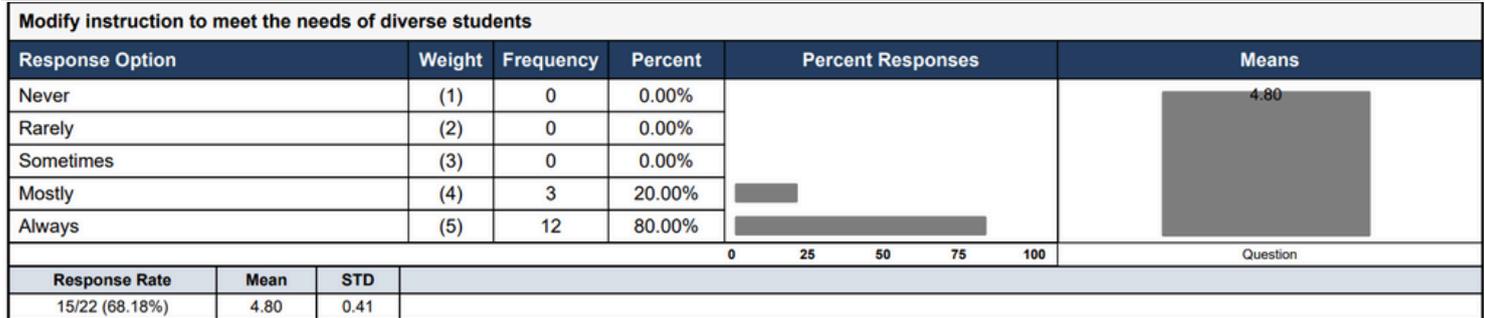
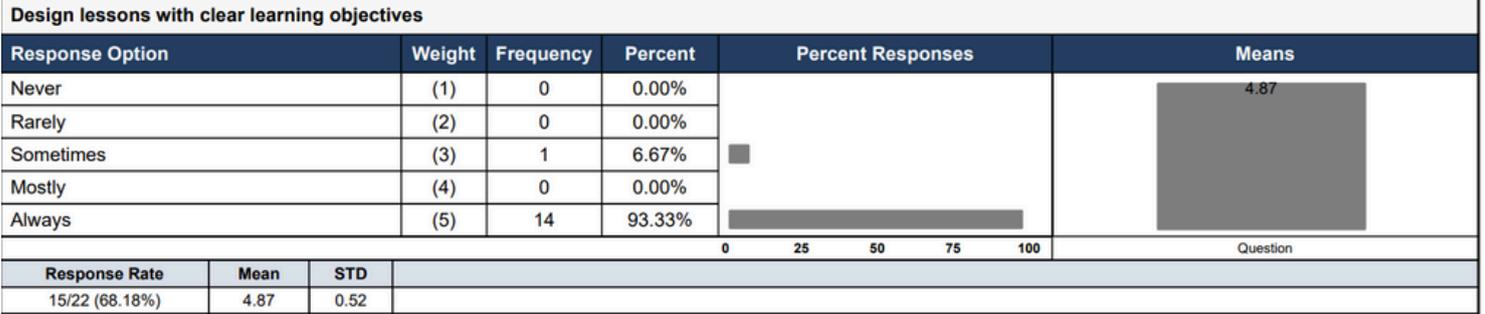
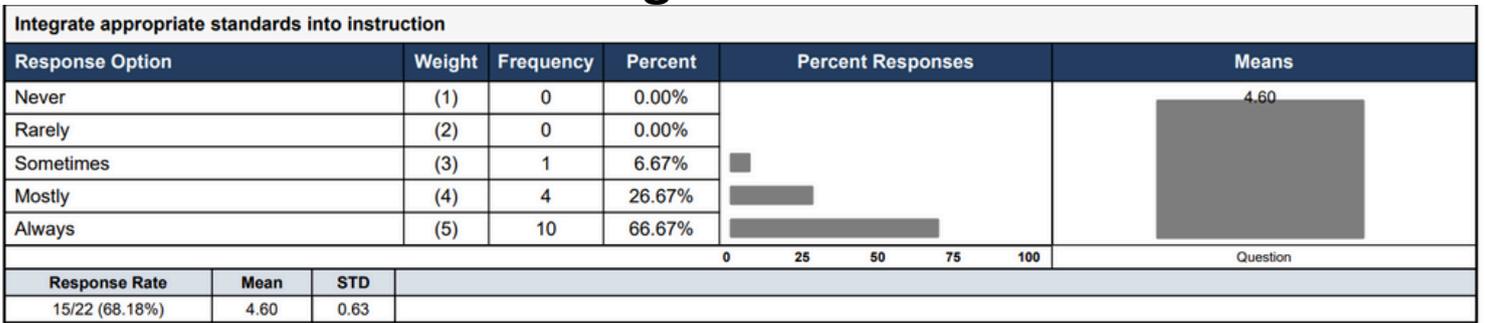
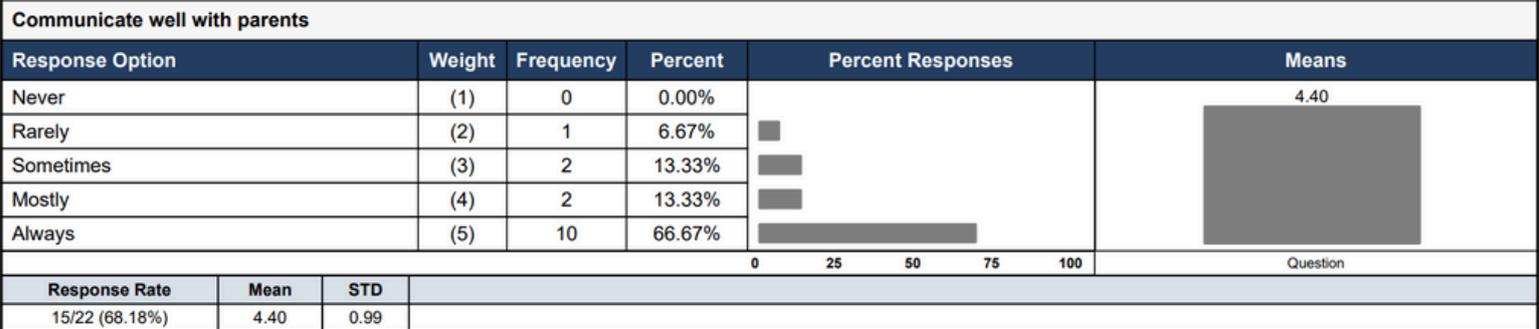
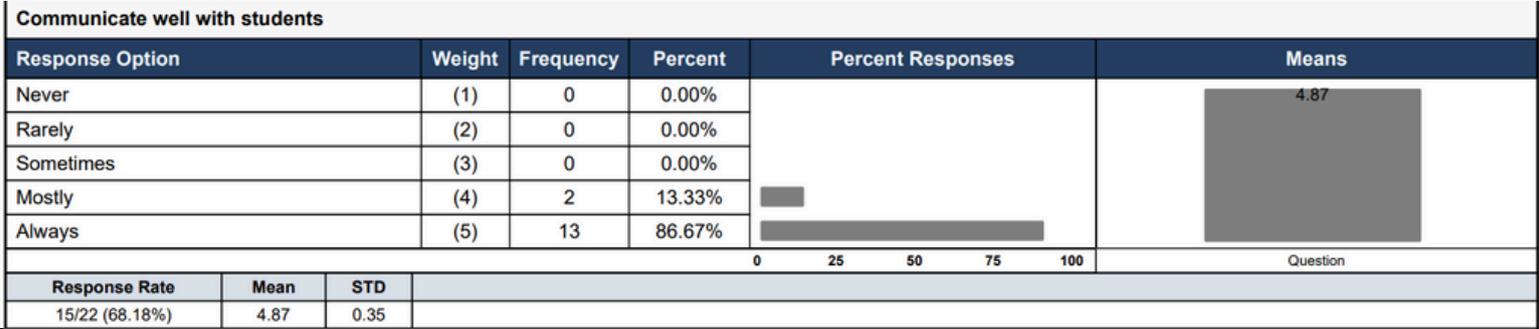
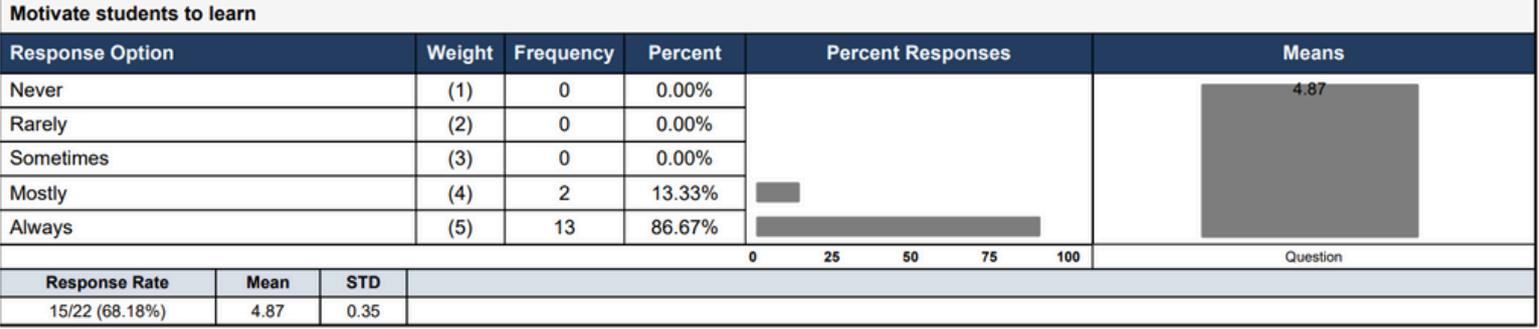


Figure 17



The Completer Survey Results

Description:

The Completer Survey aims to gather feedback from both graduates of our teacher preparation program, assessing their perceptions of the program's efficiency. It is structured to evaluate readiness and satisfaction, aligning with the Danielson Framework's key areas: Planning and Preparation, Instructional Practice, and Professional Responsibility. Comprising 21 questions on a Danielson scale, responses range from Strongly Agree to Strongly Disagree. Initial questions cover demographics and employment status, with an open-ended query at the end to solicit insights on program strengths and weaknesses.

Purpose:

The assessment serves to gauge the readiness and satisfaction levels of program completers stemming from their experiences at Monroe College's School of Education. It aims to collect feedback on the effectiveness of program preparation, categorized according to the Danielson Framework. Through targeted questions, it seeks to understand perceptions across key dimensions: Planning and Preparation, Instructional Practice, and Professional Responsibility. Administered between November 2023 and March 2024, the survey is sent to graduates who completed their degrees one or two years prior, encompassing both in-service teachers and non-teaching completers.

Administration:

The survey is exclusively utilized by the Monroe College School of Education. Graduates are identified via the Monroe College Tracking System, which furnishes contact details such as phone numbers and email addresses. However, challenges arise from inactive email accounts, leading to bounce-back messages.

Results:

Monroe College's School of Education administered Completer Satisfaction Surveys to graduates who completed their programs between November 2023 and February 2024. The survey targeted over 40 students who graduated from Monroe College within the years 2020-2022, yielding a response rate of over 50%. Comprising 21 questions, the survey was categorized into three sections: Planning and Preparation, Instructional Practice, and Professional Responsibility.

The collected data revealed that 100% of the graduates held a Bachelor's degree in Early Childhood Education. Among the respondents, 98% were presently employed, spanning districts 6, 9, and 10, with some employed in Charter schools. Additionally, 24% of graduates were enrolled in a Master's program. The majority (95%) of graduates were teaching from the Birth level to the Second grade, while the remaining 5% were teaching at the Grade 1-6 level.

Utilizing a 1-4 point system ranging from Strongly Disagree to Strongly Agree, results from the Planning and Preparation section indicated that 91% of graduates strongly agreed and 9% agreed they were prepared to utilize students' knowledge and background to positively impact education. Regarding analyzing multiple sources of growth data, 81% strongly agreed, 14% agreed, and 5% disagreed. Additionally, 86% strongly agreed they were prepared to monitor and adjust classroom environments, while 14% agreed.

In terms of instructional practice, 86% of graduates strongly agreed and 14% agreed they were taught to incorporate formal and informal assessments to accommodate differentiated individual learning experiences. The same percentage agreed they were taught to adjust lessons based on student input. For preparing assessments, 72% strongly agreed and 28% agreed, while 76% strongly agreed and 24% agreed they were taught to provide an inclusive classroom setting.

In the Professional Responsibility category, 72% strongly agreed and 28% agreed they were taught to establish communication opportunities within the community to enhance the learning environment. Additionally, 71% strongly agreed and 29% agreed they were taught to reflect a spirit appreciative of research and inquiry.

The final survey questions focused on overall experiences and recommendations. Results showed that 72% of students had an excellent experience, while 28% had a good experience at Monroe. The most common recommendation was to expand the School of Education's Master's programs, and graduates also suggested implementing more flexibility in courses.