

Monroe University School of Education

CAEP ANNUAL REPORT 2023-2024

ABOUT US:

The Bachelor of Science in Early Childhood Education program offered by Monroe University'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 University, 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)



M.A.L.E. GROUP:

Monroe's Academic Leaders of Education (MALE) is a newly formed group of male educators. This group explores the unique opportunities, experiences and rewards of being a male educator in public and charter school settings. The group was created to support our current male students, along with several graduates, who are currently working in the teaching profession. Data show that male educators comprise less than 25% of teachers in both the United States and New York State. Aligned with the mission and guiding principles of My Brother's Keeper (MBK), Monroe University School of Education believes that young men of color have the power to impact their local communities in ways that yield indelible change and improved life outcomes. MALE is not only intended to support current and aspiring educators, but to learn from our current and past male students high leverage strategies to recruit, develop and sustain a future corps of male educators to serve as role models, mentors and community leaders for our youngest learners.



87%

of the 2023-2024 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.

6.6%

of the 2023-2024 graduates are fully employed teaching assistants in a suburban school district.

Highlights

NEW GRADUATE PROGRAMS FOR FALL 2025

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 Science in Education for Licensed Teachers

- Bilingual Education (K-12)
- Special Education (All Grades)

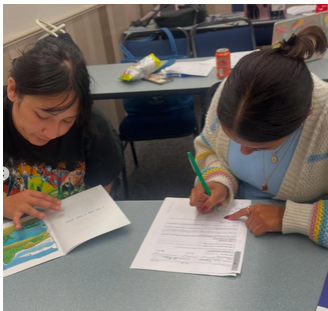
Advanced Certificate for Licensed Teachers

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

With a combination of virtual 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.

NEW PROGRAM: Teaching Assistant and Paraprofessional to Teacher Program

Our new program for individuals working in school systems as teaching assistants and paraprofessionals supports students who are interested in earning their New York State certification and bachelor's degree. The program offers a cohort model with Saturday, hands-on education courses and flexible virtual and online evening courses so students can balance their work life while pursuing a degree in early childhood or childhood education. With built in test preparation and supplemental workshops, students will graduate the program fully certified.

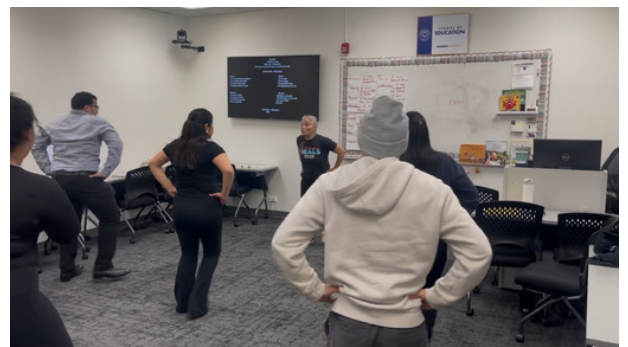


TEACHER OPPORTUNITY CORPS GRANT

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.

This year, both our undergraduate programs held professional development days in which students could choose topics of interest and attend sessions on topics such as using AI in education, exploring classroom management techniques, discovering supports for students with dyslexia, and even a cooking class or breathwork workshop for mental health support.



MEASURE 1: Completer Impact and Effectiveness (Initial Certification)

Monroe University 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=15

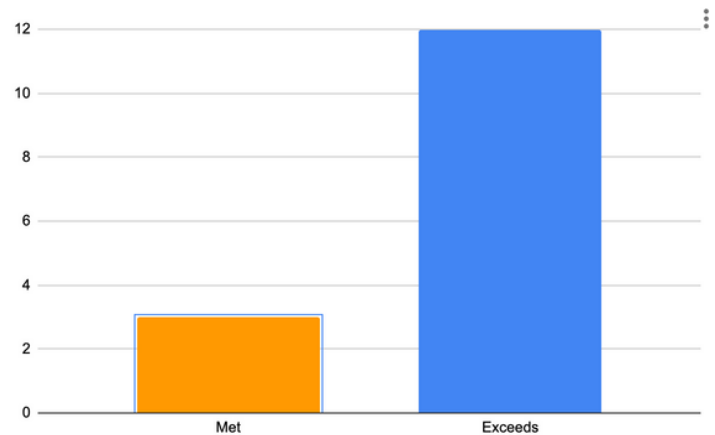


Figure 2: Preparedness to Teach Whole Group n=15

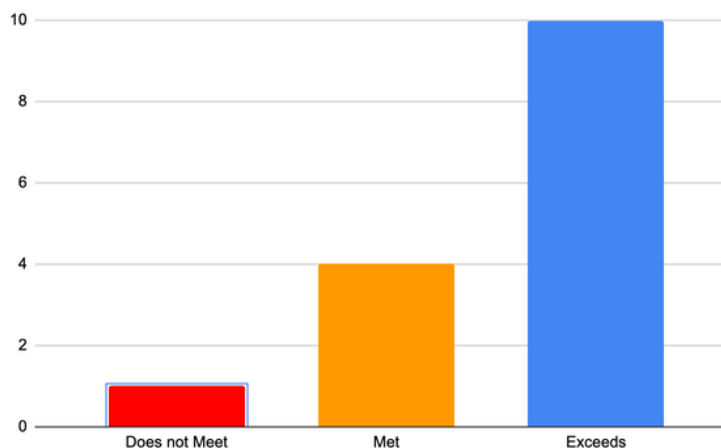
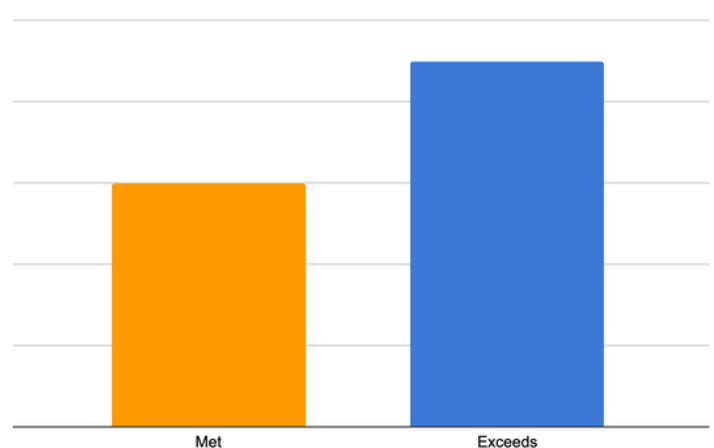


Figure 3: Overall Preparedness in Management n=15



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 93.3% of students met or exceeded expectations for 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=4.89) and the ability to learn (average=4.62).

Figure 4: Danielson Domain 2 (n=15)

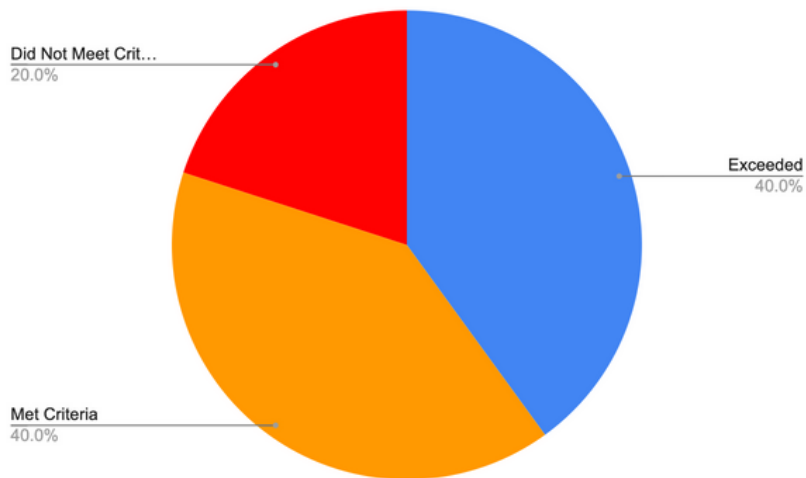
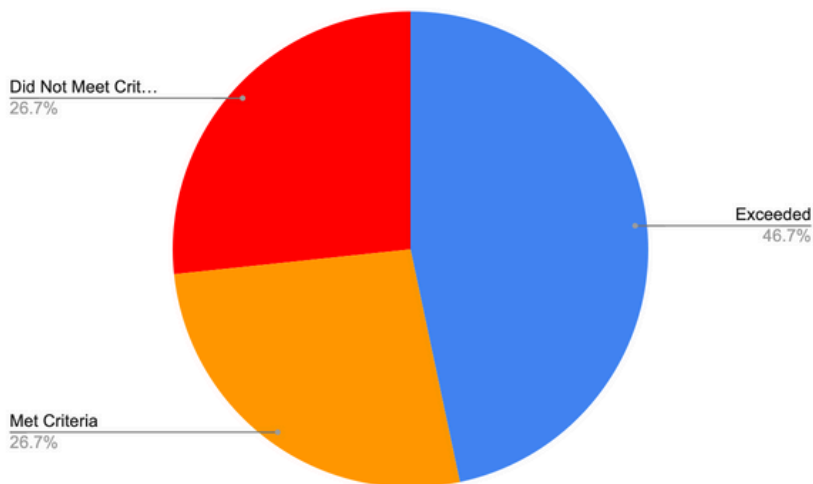


Figure 5: Danielson Domain 3 (n=15)



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, 80% of students (n=15) met or exceeded Domain 2: Classroom Environment and 73.3% of students met or exceeded 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 or exceeded the expectation (score of 3 or above) in all areas. Particular areas of strength were classroom manage, communicating with students, and motivating students. We also noted an improvement in the area of developing higher order thinking questions from the previous report.

Two 2024 graduates were employed as first year teachers in one of our partner schools within New York City. The administrators share consistent positive reviews on these teachers including that one demonstrates the skills of a seasoned teacher and continues to hold high academic and behavior expectations for her students. The other demonstrates positive rapport with her students and has the patience and compassion needed to teach kindergarten.

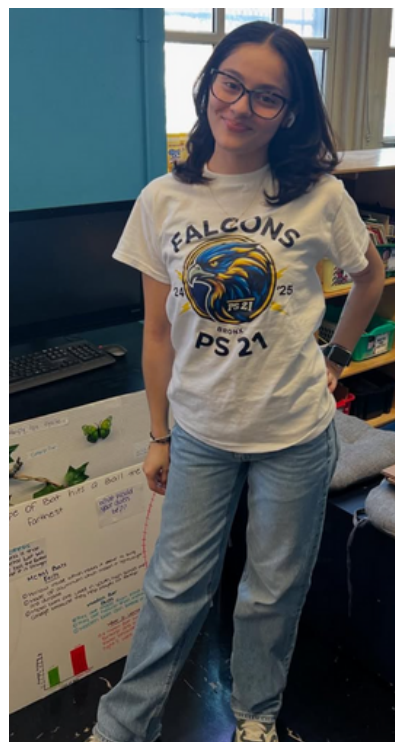
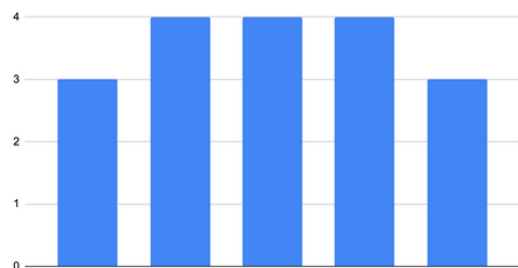


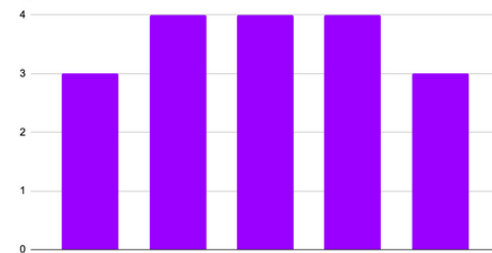
Figure 6

n=5

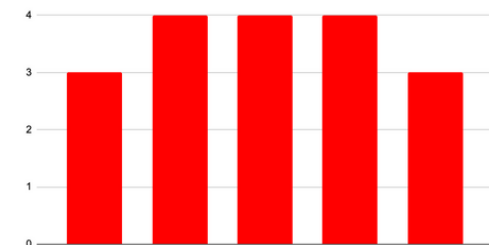
This new teacher is able to integrate appropriate standards into instruction:



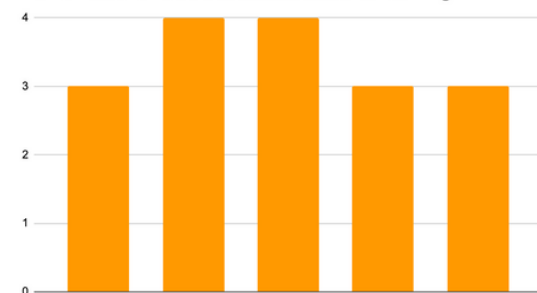
This new teacher is able to design lessons with clear learning objectives.



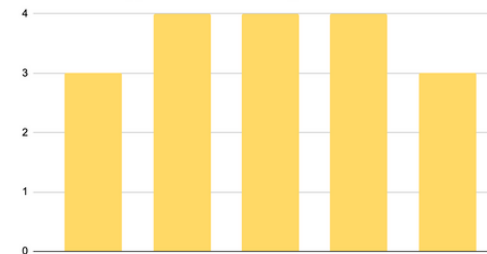
This new teacher is able to modify instruction to meet the needs of diverse learners.



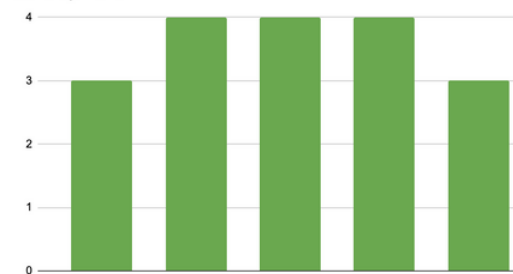
This new teacher is able to assess students' learning.



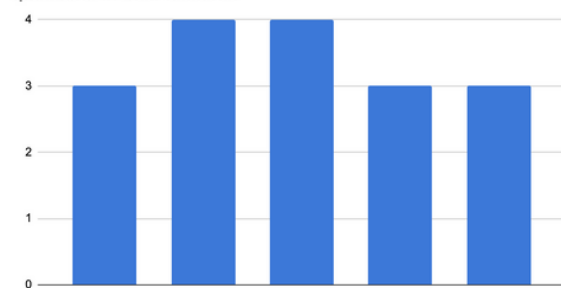
This new teacher is able to make appropriate instructional decisions to support student learning.



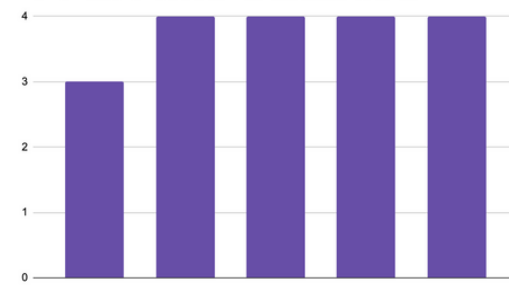
This new teacher is able to support students' vocabulary development.



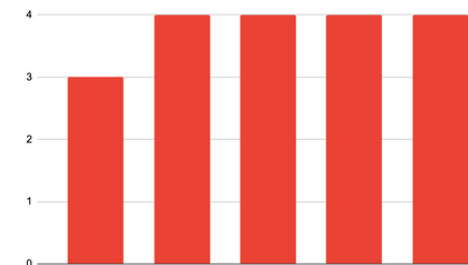
This new teacher is able to incorporate higher order thinking questions in their lessons.



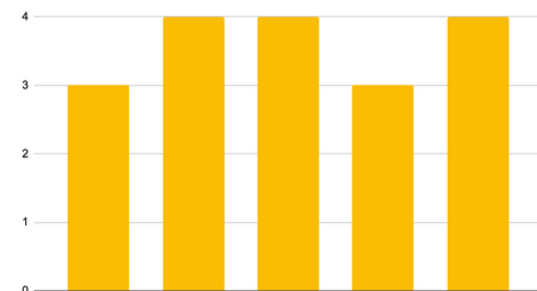
This new teacher is able to motivate students to learn.



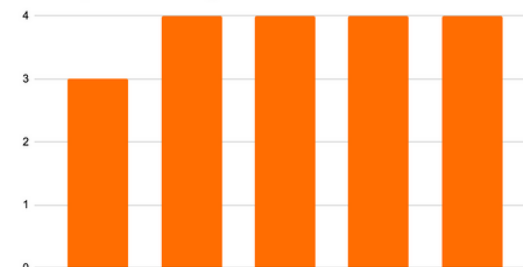
This new teacher is able to communicate well with students.



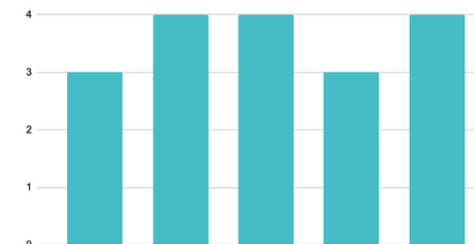
This new teacher is able to communicate well with families.



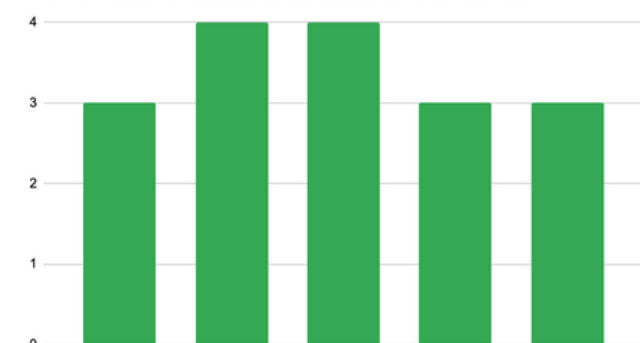
This new teacher is able to manage a classroom efficiently to create a positive learning environment.



This new teacher is able to advocate for the students and families in their classroom.



This new teacher is able to advocate for themselves.



She is committed to building strong relationships with students and colleagues.

She brings positive energy to the classroom and consistently seek ways to grow professionally

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=15)

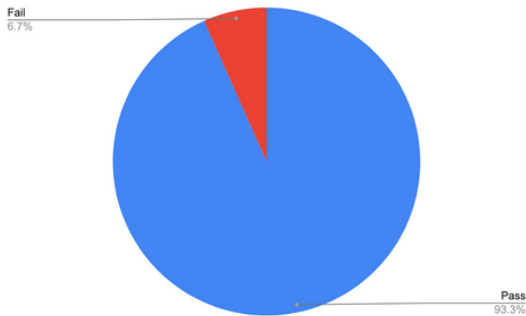


Figure 7 demonstrates that 93.3% of students passed the CST 1.

Figure 8: CST 2 Pass Rate (n=15)

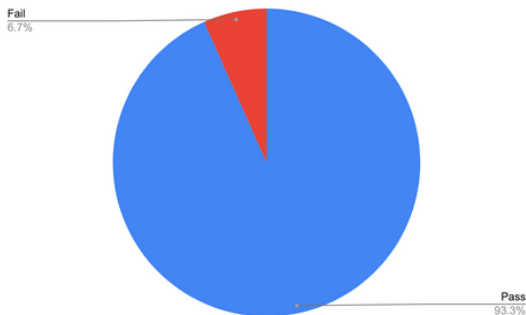


Figure 8 demonstrates that 93.3% of students passed the CST 2.

Figure 9: CST 3 Pass Rate (n=15)

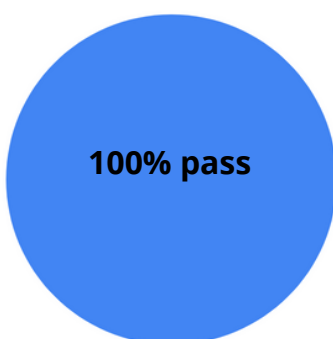


Figure 9 demonstrates that 100% of students passed the CST 3.

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



EAS EXAM

Figure 10 demonstrates that 100% of students passed the EAS.

EDTPA

The NYS passing benchmark is a total score of 38/75 on the edTPA. 100% of students passed the edTPA exam, with 100% exceeding expectations and 0% did not meet expectations. (Figure 12).

On the Planning Commentary, 14.1 was the mean average score.

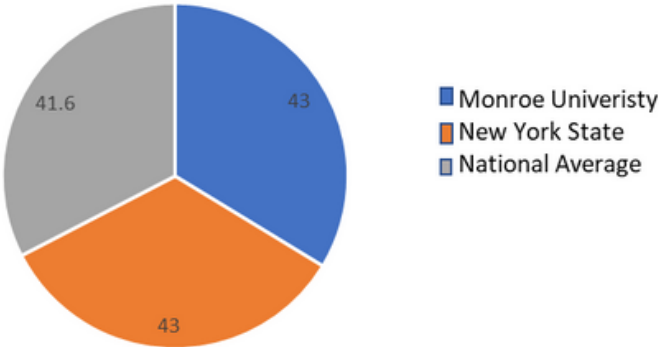
On the Instructional Commentary, 14.4 was the mean average score.

On the Assessment Commentary, 13.8 was the mean average score

Monroe University's overall mean for the edTPA in Early Childhood was 43.0 equal the New York State average 43.0 and exceeded the national average of 41.6. (Figure 11).

Figure 11: Overall Mean for Early Childhood edTPA

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				
Early Childhood	16	43.0	P01	P02	P03	P04	P05	I01	I02	I03	I04	I05	A01	A02	A03	A04	A05
			3.3	3.0	3.0	3.0	2.8	3.0	3.0	2.9	2.6	2.9	2.8	2.4	2.9	2.8	2.9

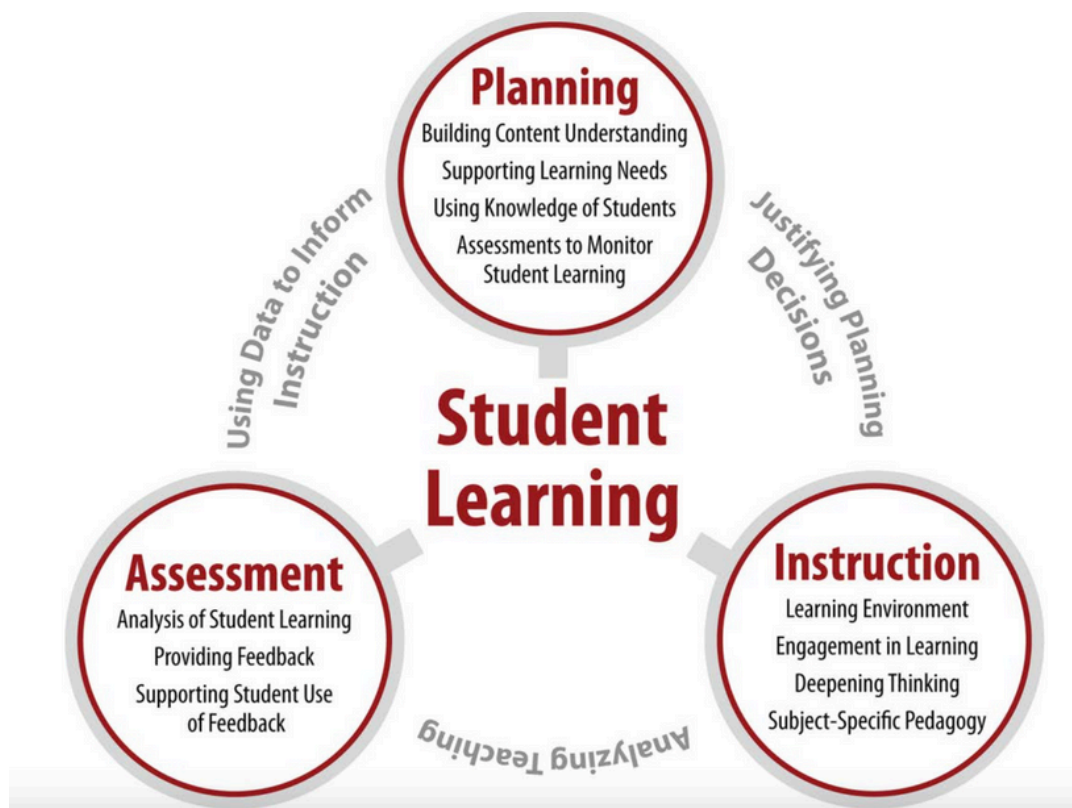
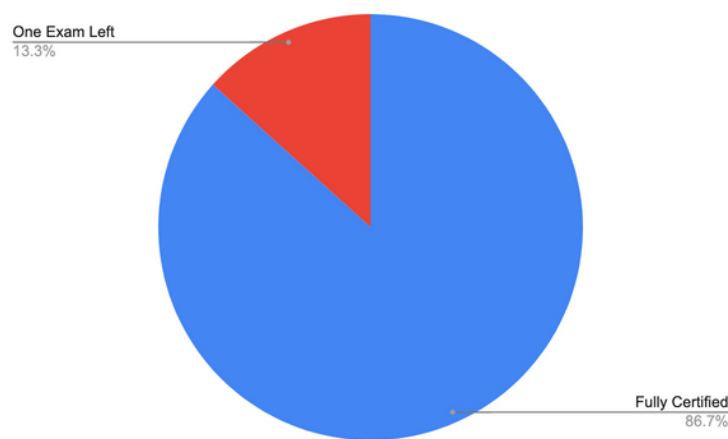


Figure 16: Certification Completion (n=15)



CERTIFICATION COMPLETION

86.7% of the 2023-2024 graduates earned initial NYS certification, which is consistent with the number of students who completed certification as of April of last year. 13.3% of students have only 1 exams to pass (CST 1: Literacy or CST 2: Math) which is less than the number of exams students had remaining in prior years.

*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. All students receive a differentiated, individualized test preparation project to complete each semester.



Our 2023-2024 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

87% 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. 6.6% of graduates are employed as a teaching assistant. 6.6% of graduates decided not to continue a career as a teacher.

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).