

CAEP ANNUAL REPORT 2024-2025

Monroe University School of Education

ABOUT US:

The Bachelor of Science in Early Childhood and Childhood Education programs offered by Monroe University's School of Education seek outstanding candidates through a rigorous admissions process, embracing the urban and urban/suburban graduates of the New York City Public High Schools and surrounding suburban schools. The Educator Preparation Programs' (EPP) 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 Public Schools and surrounding areas. In alignment with the mission of Monroe University, we seek to graduate candidates ready to transform the communities in which they live and work. These programs are nationally accredited by the Council for Accreditation of Educator Preparation (CAEP 2021-2028). This past year we graduated our first two undergraduate childhood majors!

New Program

The School of Education has expanded its program offerings to include an Advanced Certificate in Early Childhood Education, further supporting pathways for certified teachers to extend their expertise.

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.

83.3%

of the 2024-2025 graduates have been fully employed classroom teachers since graduation. Most teachers are working in the Bronx or in local urban/suburban schools positively impacting their local communities.

HIGHLIGHTS

Teacher Opportunity Grant

Monroe University School of Education is a two-time recipient of the Teacher Opportunity Corps (TOC II) grant through New York State's My Brother's Keeper initiative (2016–2021, 2021–2026). This year, the grant was expanded to include our graduate program. TOC II funding provides scholarships, mentoring, certification preparation, and targeted professional development to support candidate success and close opportunity gaps. This year, candidates participated in a second round of on campus professional development sessions and attended the TOC II Summit at SUNY Old Westbury, engaging in enriching, state-wide professional learning experiences.

Professional Clothing Event

In collaboration with the National Sorority of Phi Delta Kappa Incorporated, Zeta Eta Chapter, we hosted a series of professional attire events designed to empower our students. Through these events, future educators selected professional wardrobes to ensure they are prepared for success in their student teaching, fieldwork, and their upcoming careers in the classroom.

M.A.L.E. Group

Monroe's Academic Leaders of Education (MALE) is a targeted support initiative designed to engage and retain male candidates in the educator preparation program. The MALE group provides a collaborative space for male educators to explore the unique opportunities, challenges, and rewards of teaching in public and charter school settings. Through ongoing mentorship, peer support, and professional dialogue, participants are supported both academically and professionally, fostering a strong sense of belonging and commitment to the teaching profession. This initiative contributes to candidate persistence, success, and preparedness to serve diverse P–12 student populations.

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.

Based on teacher feedback, 100% of students (n=12) either met (25.0%) or exceeded (75.0%) expectations on a standardized cooperating teacher checklist for overall performance.

Additionally, 100% of students met or exceeded expectations in their preparedness to teach whole group instruction, while 100% exceeded expectations in classroom management. Other areas of strength include student teachers' dependability (100%) and preparedness to teach small groups (95%; average = 4.75/5), further demonstrating their readiness to effectively support diverse learners.

Qualitative data includes teacher responses such as, "The teacher is timely, organized and highly motivated. She makes the students feel empowered and provides a risk-free environment for students," and "She shows the initiative to work with students. As she gives student feedback and provides suggestions on how to improve their performance. She is always willing to do more, no matter the task. She's also receptive to collaboration and includes herself in opportunities to support student learning in ILT meetings and common planning meetings as well as PL's for Wit and Wisdom. She finds ways to increase her ability to be a part of the school community and support ways to better the school culture, by providing ideas and her experiences as a learner."

The Framework for Teaching

Overall, the data indicates that the majority of candidates are performing at or above expectations in both classroom environment and instruction. 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, 75% of students (n=12) met or exceeded Domain 2: Classroom Environment and 75% of students met or exceeded expectations on Domain 3: Instruction.

For Domain 2: Classroom Environment

66.7% of students exceeded expectations, 8.3% met expectations, 25.0% did not meet expectations

Overall, 75% of students met or exceeded expectations, indicating that the majority of candidates are able to establish respectful, organized, and supportive classroom environments that promote student engagement and learning.

For Domain 3: Instruction

50.0% of students exceeded expectations, 25.0% met expectations, 25.0% did not meet expectations.

This also results in 75% of students meeting or exceeding expectations, demonstrating that most candidates are effectively delivering instruction; however, a consistent portion of

candidates require further development in instructional planning, delivery, and assessment practices.

MEASURE 2: Satisfaction of Employers and Stakeholder Involvement

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 we are working with in Birth grade 6 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 management, communicating with students, and motivating students. We also noted an improvement in the area of developing higher order thinking questions from the previous report.

Satisfaction of Employers

Employer satisfaction data indicate that program completers are well-prepared to meet the demands of the classroom, demonstrating strong performance across key instructional and professional competencies. Employers rated completers highly in areas such as communicating with students and colleagues, openness to feedback, and creating positive classroom environments, with average ratings consistently at or above 3.5 on a 4-point scale. These findings, which represent a 33% (4), response rate, suggest that completers are effectively applying professional knowledge, skills, and dispositions in P–12 settings, aligning with CAEP Standard 4 expectations for program impact.

Areas identified for continued growth include differentiating instruction to meet the needs of diverse learners and promoting higher-order thinking skills. In response, the program is strengthening coursework and clinical experiences focused on instructional differentiation, data-driven decision-making, and cognitively engaging instructional strategies.

Voices from the Field:

“She is a very strong first-year teacher.”

“Kind, supportive, and committed to her students.”

“Brings joy to learning and creates a positive classroom environment.”

“Working hard and improving her practice.”

“Communicates effectively and builds strong relationships.”

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 Specialty 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
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EAS EXAM

100% of candidates (n = 12) successfully passed the Educating All Students (EAS) examination on their first attempt.

This result underscores the program's commitment to preparing candidates with the knowledge, skills, and dispositions necessary to effectively teach diverse learners and meet New York State certification requirements.

CST EXAMS

Results from the Content Specialty Tests (CSTs) demonstrate solid candidate performance across all required exams, with 75% of candidates (n = 12) passing CST 1 and CST 2, and 83.3% passing CST 3.

These results reflect the program's commitment to building strong content knowledge aligned to New York State certification standards, while also informing targeted supports to ensure continued growth and increased pass rates across all CST areas.

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.

Monroe University's overall mean for the edTPA in Early Childhood was 40.0 equal to the New York State average 40.0 and 1.6% below the national average of 41.6.

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% not meet expectations.

- On the Planning Commentary, 13.6 was the mean average score in Early Childhood (N=12).
- On the Planning Commentary, 14.0 was the mean average score in Elementary Education: Literacy with Mathematics Task 4 (N=1).
- On the Planning Commentary, 11.0 was the mean average score in Elementary Education: Mathematics with Literacy Task 4 (N=1).
- On the Instructional Commentary, 13.2 was the mean average score in Early Childhood (N=12).
- On the Instructional Commentary, 16.0 was the mean average score in Elementary Education: Literacy with Mathematics Task 4 (N=1).
- On the Instructional Commentary, 15.0 was the mean average score in Elementary Education: Mathematics with Literacy Task 4 (N=1).
- On the Assessment Commentary, 13.3 was the mean average score in Early Childhood Education (N=12).
- On the Assessment Commentary, in mathematics 15.0 was the mean average score.
- On the Assessment Commentary, 15.0 was the mean average score in Elementary Education: Literacy with Mathematics Task 4 (N=1).
- On the Assessment Commentary, 15.0 was the mean average score in Elementary Education: Mathematics with Literacy Task 4 (N=1).

Certification Completion

A total of 75% of 2024–2025 graduates ($n = 12$) earned initial New York State certification, representing a slight decrease compared to the percentage of candidates certified by April of the previous year. Among the remaining graduates, 16.7% have three certification exams outstanding (CST 1: Literacy; CST 2: Mathematics; CST 3: Arts and Sciences), while 8.3% have two exams remaining (CST 1: Literacy; CST 2: Mathematics). These data highlight specific areas where continued targeted support is being implemented to ensure all candidates successfully meet certification requirements.

The program continues to embed structured test preparation within coursework while also offering supplementary workshops for both current candidates and program completers to support success on required certification exams. Candidates engage in differentiated, individualized test preparation projects each semester, tailored to their specific areas of need.

In addition, alumni are provided with ongoing access to an online math intervention program and are encouraged to participate in all test preparation workshops. These comprehensive supports reflect the program's commitment to candidate success and continuous improvement in certification outcomes.

MEASURE 4: Ability of Completers to be Hired for Educational Positions for Which They Have Been Prepared

83.3% of 2024–2025 graduates were successfully employed as classroom teachers upon graduation, in New York City Public Schools or charter schools, with most placed in the Bronx and neighboring urban and suburban districts. This outcome reflects the effectiveness of the Monroe University School of Education programs in preparing highly qualified educators who demonstrate the knowledge, skills, and professional dispositions necessary to positively impact P–12 student learning and contribute meaningfully to high-need school communities.

Graduates of the 2024–2025 cohort secured positions as lead teachers in the field, demonstrating the program's effectiveness in preparing candidates for immediate classroom responsibility. Program completers remain actively engaged through alumni workshops facilitated by faculty, providing ongoing support during their first year of teaching. These sessions foster collaboration, reflection, and peer mentorship as graduates navigate the transition into full-time teaching roles.

In addition, alumni contribute to the preparation of current candidates by participating in undergraduate Q&A panels, where they share their experiences, insights, and strategies for success in the classroom. This continued engagement strengthens the connection between preparation and practice while reinforcing a supportive professional learning community.