



**School of Education**

**Assessment Handbook for Initial  
Programs  
2020-2021**

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# **PART I: EPP Quality Assurance System**

## **Introduction**

Part I of this Assessment Handbook provides an overview of our current Quality Assurance System (QAS). It is our hope that this handbook assists you in getting to know our QAS and helps you to understand how the thirteen key assessments are used to understand candidate and program quality and how as an EPP we use that data to drive continuous improvements. In Part II, we explain how program data is collected and used for continuous improvement and reporting.

In order to ensure that we are preparing teachers and education professionals that embody our Core Values of Equity, Excellence and Ethics, the Educator Preparation Provider (EPP) uses thirteen key assessments to reflect on the overall effectiveness of our programs in supporting our candidates' learning and growth. These thirteen key assessments allow us, the EPP, to track our candidates' progression toward becoming effective educators with the knowledge, skills, and dispositions to have a positive impact on P-12 student learning. Also, the complement of assessments was strategically selected to ensure the EPP has data to monitor its own effectiveness. In order to ensure that our QAS is effective, we need to engage in an ongoing reflective and iterative process that supports change at both the program and EPP level. As a stakeholder, your involvement in this process is crucial to our continued growth and success. Our QAS can only be functional if it has the capability to provide relevant evidence and analyses that support an ongoing improvement function. Your input is always welcome, and you may send an email to [SchoolofEdSuggestions@qc.cuny.edu](mailto:SchoolofEdSuggestions@qc.cuny.edu).

## **Overview of Our Quality Assurance System**

The EPP engaged in the development of the Quality Assurance System (QAS) with multiple stakeholders. The purpose of a QAS is to ensure that we provide a comprehensive assessment model for aiding in strategic analyses and for making recommendations for continuous improvement. Decision making should be data driven and triangulated across measures, transition points, and/or stakeholder perspectives. Assessments need to be strategically placed across programs and at appropriate transition points in programs in order to adequately capture candidate progress, complete achievement and operational effectiveness in a timely and efficient manner. Data on candidate performance and EPP functionality will be collected and reported consistently.

The EPP's Quality Assurance System is comprised of five components:

- 1) Well designed and strategically placed assessments;
- 2) Data that are valid and reliable;
- 3) Ongoing communication mechanisms and feedback loops;
- 4) Representative data teams across the EPP to analyze, interpret and recommend; and
- 5) Mechanisms for monitoring changes at the programmatic and EPP level.

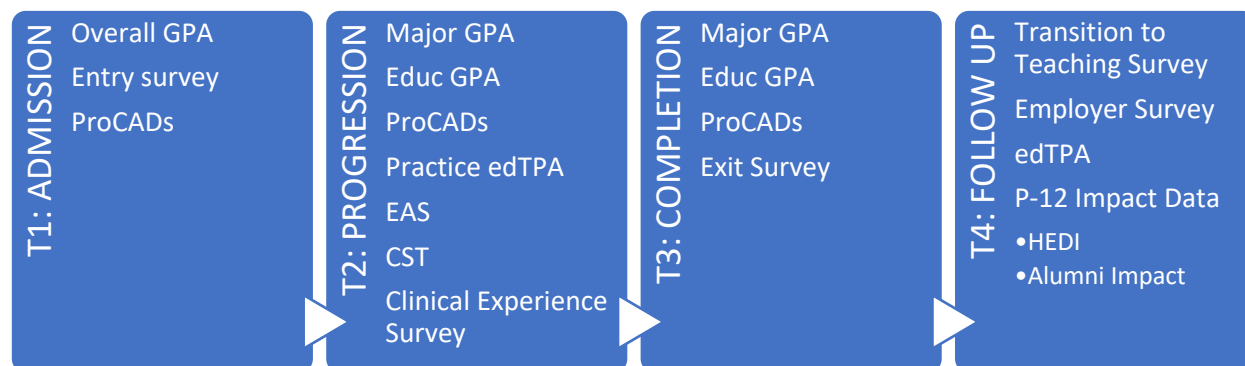
## QAS #1: Well Designed and Strategically Placed Assessments

The EPP adopted thirteen key assessments that collectively ensure the EPP has a comprehensive assessment system; that is, gleaned from multiple sources and perspectives and include candidate progress, completer achievement, as well as operational effectiveness.

The thirteen key assessments include:

- 1) Grade point average (overall, major, and Education)
- 2) NExT Common Metrics Entry Survey
- 3) ProCADs
- 4) Educating All Students or EAS: NYS certification exam
- 5) Content Specialty Test or CST: NYS certification exam
- 6) Practice edTPA
- 7) Clinical Experience Survey
- 8) NExT Common Metrics Exit Survey
- 9) NExT Common Metrics Transition to Teaching Survey
- 10) NExT Common Metrics Employer Survey (known in house as “Supervisor Survey”)
- 11) edTPA: NYS certification exam
- 12) HEDI: NYC teaching effectiveness and P-12 impact on student learning
- 13) Alumni Impact Study

The key assessments are administered at four transition points to ensure we can assess candidate growth at multiple points throughout and after their program.



### Definition of Transition Points:

These four transition points and the corresponding assessments are a target that the EPP is working towards. The Policy Taskforce, for instance, will be deciding on specific benchmarks for each of these transition points. Our annual data report will organize the data for DACs and EAC based on these four transition points.

**Transition Point #1: Admission** – This point captures data on candidates upon admissions to one of our education programs. Data at this transition point allows the EPP to assess prior academic preparation,

gauge interest and influential factors, and see how the candidates assess their dispositions/competencies prior to any influence from our education preparation programs. It provides a starting point to gauge growth over time.

**Transition Point #2: Progression** – This point captures data on candidates as they progress through their educator preparation program. At this transition point, the EPP is able to assess how a candidate is developing in the content and pedagogy related to the area of teaching, how their dispositions/competencies are changing based on their progress in the program, and the depth and breadth of experiences related to course fieldwork requirements.

**Transition Point #3: Completion** – This point captures data on candidates at program completion. Through various assessments, the EPP is able to examine growth, and impact of the program. The EPP (and the program) is able to gauge the academic preparation, completer satisfaction with their preparation, and see how the candidates’ dispositions/competencies have been impacted. The EPP is also able to assess the depth and breadth of student teaching experiences for the candidates.

**Transition Point #4: Follow-Up** – This point captures data on alumni and employer satisfaction with the EPP’s preparation. The transition point captures data on alumni after who have been teaching for one year. Assessments provide data on satisfaction and relevance of program preparation. In addition, the EPP works with alumni to capture their impact on the P-12 student learning community. Employers of alumni are also surveyed to capture their perceptions on the preparation of the alumni.

**It is important to understand that the full complement of our key assessments is strategically placed over time and selected to meet a variety of goals. The table below illustrates how the assessment “system” captures data over time, at different units of analysis and in relation to different CAEP standards. Appendix A shows how the EPP key assessments align to designated courses across programs.**

<b>Key Assessments by CAEP Standard and Unit of Analysis</b>						
EPP KEY Assessments	CAEP Standard	UNIT OF ANALYSIS				
		Candidate Progress		Completer Achievement		Operational Effectiveness
		Transition 1: Admission to an EPP Program	Transition 2: Candidate Progression	Transition 3: Program Completion	Transition 4: Post-Graduation Follow Up	
GPA	1,3,5	√	√	√		√
Common Metrics: Entry Survey	3,5	√				√
ProCADS	1,3,5	√	√	√		√
Content Specialty Tests	1,5		√			√
Educating All Students	1,5		√			√

<b>Key Assessments by CAEP Standard and Unit of Analysis</b>						
		UNIT OF ANALYSIS				
EPP KEY Assessments	CAEP Standard	Candidate Progress		Completer Achievement		Operational Effectiveness
		Transition 1: Admission to an EPP Program	Transition 2: Candidate Progression	Transition 3: Program Completion	Transition 4: Post-Graduation Follow Up	
Practice edTPA	1,5		√			√
Clinical Experience Survey	2, 5		√			√
Common Metrics: Exit Survey	1, 2, 5			√		√
Common Metrics: Transition to Teaching Survey	1,5				√	√
Common Metrics: Supervisor Survey	1,5				√	√
edTPA	1,5			√		√
Alumni Impact Study	1,4,5				√	√
HEDI	1,4,5				√	√

### QAS #2: Valid and Reliable Data

The assessments have undergone initial reliability and validity tests, either within the EPP and/or through the assessment publisher, in the case of proprietary assessments. In addition, there is a plan in place for future local reliability and validity studies. The table below provides a summary of the technical assessment specifications of the current EPP Key Assessments. Appendix B includes the technical assessment specifications for each assessment.

EPP KEY ASSESSMENTS		RELIABILITY		VALIDITY	
		Inter-Rater Agreement	Internal Consistency	Content or Construct Validity	Predictive Validity
GPA	EPP data source				Future study: Does Admissions GPA predict later candidate performance?
NExT Common Metrics Entry Survey	Proprietary		X <sup>1</sup>	X	
ProCADs	Proprietary	X		CVR computed: Are the existing items deemed essential?	X

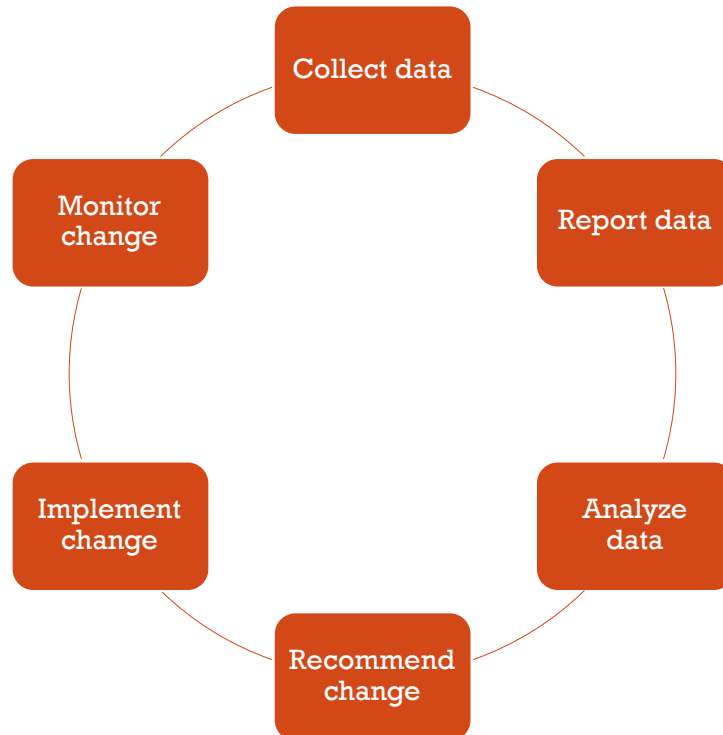
<sup>1</sup> Provided by proprietor

EPP KEY ASSESSMENTS		RELIABILITY		VALIDITY		
		Inter-Rater Agreement	Internal Consistency	Content or Construct Validity	Predictive Validity	
Educating All Students (EAS)	Proprietary, NYS certification exam	N/A	N/A	X	Future study: Do quality clinical experiences predict employer and completer satisfaction?	
Content Specialty Tests (CST)	Proprietary, NYS certification exam			X		
Clinical Experience Survey	EPP-created			X		
Practice edTPA	Proprietary			Local study X		X
NExT Common Metrics Exit Survey	Proprietary			X		X
NExT Common Metrics Transition to Teaching Survey	Proprietary			X		X
NExT Common Metrics Employer Survey	Proprietary			X		X
edTPA	Proprietary, NYS certification exam			X		X
HEDI	Proprietary, NYC DOE Danielson framework			X		X
Alumni Impact Study (AIS)	EPP-created			X		Future Study: Do AIS results correlate with HEDI and Employer Survey data?

The EPP redesigned its assessment system to include key assessments with stronger evidence of validity and reliability. Administered at key points in a candidate’s progression through an EPP program, data is strategically analyzed to not only trigger candidate remediation and/or intervention, but also program-level and EPP-level change. In addition, we have standardized our data reporting mechanisms and have solidified the “teams” who make up a variety of stakeholders to engage in analyses, interpretations and recommendations.

### **QAS #3: Ongoing Communication Mechanisms and Feedback Loops**

Our new and improved system will help us collaboratively, proactively, and reflectively take the appropriate actions to systematically address areas of needs, and continuously engage in improving the quality of our programs. The interrelationship among the five components of our QAS and “closing the loop” are shown in the graph that follows.



The EPP collects data at different transition points throughout the various programs. This data is reported to stakeholders by the Office of Assessment & Accreditation. These data reports are discussed and analyzed by stakeholders at various committee meetings and gatherings. Recommendations are gleaned from this analysis and sent to the Office of Assessment & Accreditation who then collects, and shares recommendations with stakeholders for review and implementation. Action plans are created to implement change with stakeholder input and monitored for outcomes.

#### **QAS #4: Representative Data Teams Across the EPP to Analyze, Interpret and Recommend**

Within the EPP are several Committees each with a specific function for ensuring and monitoring overall quality and effectiveness:

- The Department Assessment Committees (DACs);
- The EPP Assessment Committee (EAC);
- The P-12 Advisory Board (AB); and
- The Executive Steering Committee (ESC)

Information and data are communicated through and between these Committees, as seen below in the Committee Structure and Data Flow graphic. In addition, all recommendations from DAC, EAC and AB flow back to the Office of Assessment & Accreditation (OAA) who then produces summary reports for ESC consideration in planning, implementation, and monitoring.



Members for the DACs and EAC committees are selected by departmental chairs in consultation with the Dean of the School of Education. The ESC is composed of departmental chairs, program heads and current candidates. Current candidates are asked to serve during their time in their program at Queens College. Candidates are selected based on faculty recommendations. The P-12 Advisory Board is composed of faculty, P-12 partners, community partners and recent alumni. Members are invited to join the AB by the Dean of the School of Education. Members of all of these committees are asked to serve up to a three-year term.

### **Department Assessment Committees (DACs)**

Each department has its own DAC which analyzes and interprets program specific data and makes recommendations to the ESC for change. Members of DACs also serve on EAC in order to ensure streamlined communication between the Departments and the EPP. DACs meet on a regular basis with at least two meetings per semester. DACs review the Standard Data Reports produced by OAA as well as specific program data that they request. DACs also meet to review assessment tools, procedures and policies in relation to SPA and accreditation standards, local P-12 policies, and EPP goals. Meeting minutes are uploaded to Chalk and Wire by the Committee Chair to facilitate communication and sharing.

### **EPP Assessment Committee (EAC)**

The operations of the EPP (ex: advisement, clinical experiences, assessment, recruitment) occur across departments and programs impacting candidate and program outcomes. It is therefore critical that the EPP function in a cohesive, unified manner and assess itself holistically. The purpose of EPP-wide assessment is to gather quality data on EPP effectiveness at producing competent educators and to use that data to continuously improve at both the programmatic and EPP levels. The EAC is responsible for establishing assessment priorities, analyzing and interpreting EPP-wide data, providing oversight of programmatic assessments, and developing recommendations and policies regarding all assessment and accreditation activities of the EPP. EAC works in collaboration with the DACs, the Advisory Board and ESC as part of a comprehensive quality assurance system. Meeting minutes are uploaded to Chalk and Wire to facilitate communication and sharing.

A new and critical component of our capacity to ensure representative data interpretations and suggestions for change comes through our EAC-sponsored events, known as **Data Gatherings**. Each semester the EPP holds one Data Gathering event inviting broad participation (November in fall semester, and April in spring semester). Data is presented and participants are deeply engaged in questioning, discussing and interpreting the data. The group also makes recommendations for change.

### **P-12 Advisory Board (AB)**

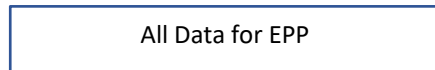
The AB is also engaged in analyzing and interpreting evidence for the purpose of assuring high-quality, mutually beneficial clinical experiences. The stakeholders of AB include faculty, field and clinical supervisors and/or coordinators, school and community partners, and recent alumni. The AB also ensures that data is used to improve the quality of partnership arrangements so that they are mutually beneficial to all involved. The AB is chaired by the Clinical Professors and meets at least once per semester. Meeting minutes are uploaded to Chalk and Wire by the Committee Chair to facilitate communication and sharing.

**Executive Steering Committee (ESC)**

The ESC oversees the quality of the EPP's programs by ensuring that the appropriate structures, policies, and procedures are in place to regularly and systematically collect, analyze, and utilize valid and reliable data in the EPP's ongoing process of evaluation and continuous improvement. The ESC is chaired by the Dean of the School of Education and includes faculty across both initial and advanced programs. Membership on the ESC is distinct from members on DACs, EAC and the AB in order to have a diverse stakeholder group from among EPP leadership to respond to the recommendations with fresh perspective. The ESC also is responsible for monitoring EPP-wide changes and special innovations and/or initiatives.

# EPP Data Flow Chart

All Data for EPP



Office of Assessment & Accreditation (OAA)



NEW

Additional Data Reports Triggered by Data Request Form

EPP-wide Data Reports

OAA Recommendation Form

Department Assessment Committees (DACs)

EPP Assessment Committee (EAC)

P-12 Advisory Board (AB)

Executive Steering Committee (ESC)

Analyze data at the program level

Analyze data at the EPP level

Analyze data mutually beneficial to the partners

Review

Interpret

Interpret

Interpret

Plan

Recommend

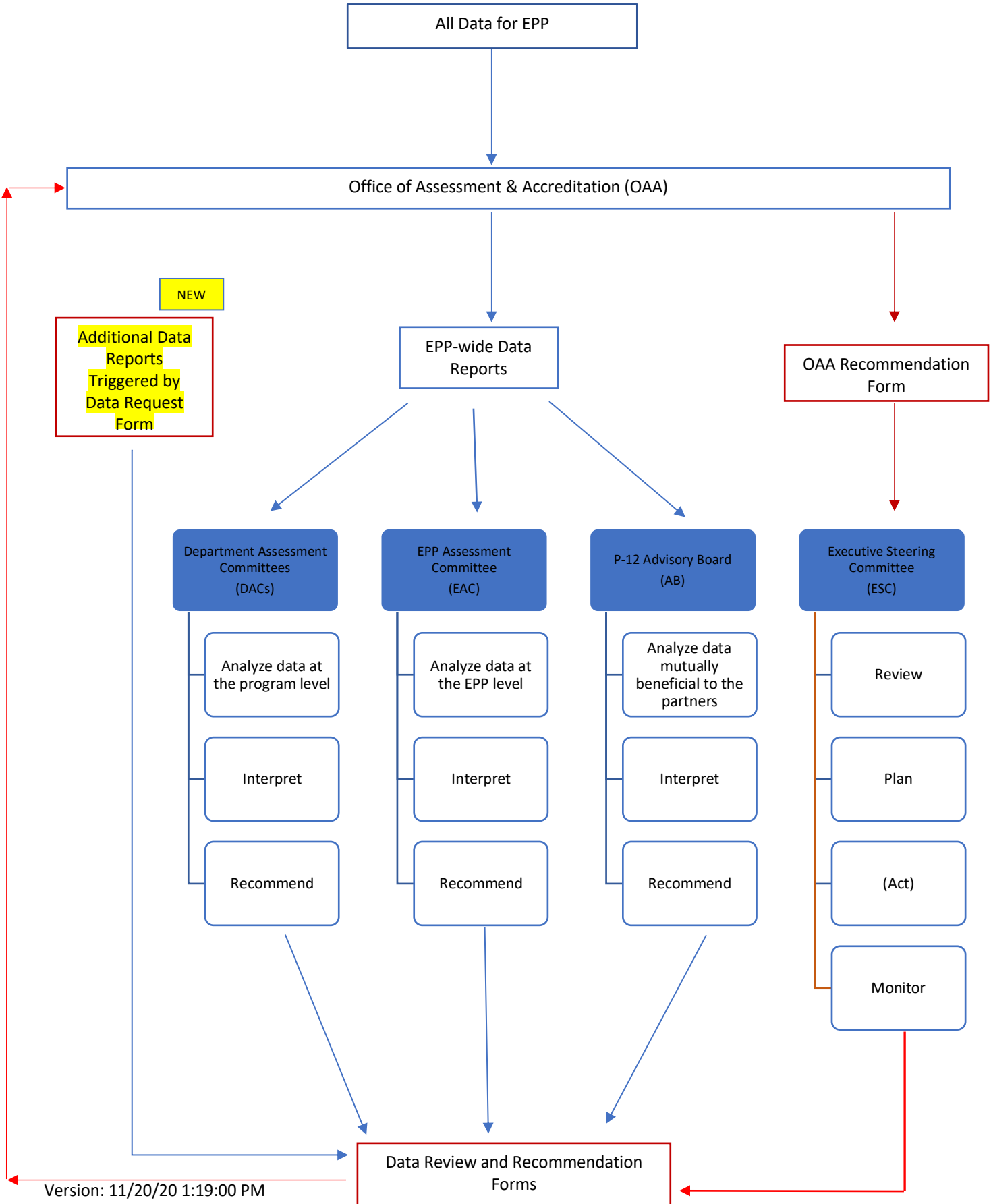
Recommend

Recommend

(Act)

Monitor

Data Review and Recommendation Forms



### **Stakeholder Engagement**

In an attempt to have a systematic mechanism in place for stakeholder involvement in decision-making, program evaluation or election and implementation of changes for improvement, the EPP developed a multi-pronged approach to broaden stakeholder engagement by ensuring:

- Representative standing committee teams that includes candidates, alumni, faculty, and school and community partners;
- Triangulation of data from multiple perspective; and
- Extending EPP reach through the website and a designated ‘suggestions’ email.

As shown in the table below, our stakeholders (current candidates, alumni, faculty and staff, administration, P-12 school and community partners, and employers) participate across our standing committees, and are therefore engaged in data analysis, interpretation and recommending actions.

Stakeholder Engagement by Committee						
EPP Committees	Current Candidates	Alumni	Faculty and Staff	EPP Administration	P-12 School and Community Partners	School and Community Agency Employers
DAC/EAC			X	X		
EAC-sponsored Data Gatherings	X	X	X	X	X	X
P-12 Advisory Board		X	X	X	X	X
Executive Steering Committee	X		X	X		

Multiple perspectives are represented across our assessments to ensure triangulation of data is maintained. These efforts are intentionally designed to ensure the EPP is capturing input from different perspectives, relationships, and at multiple times. Other stakeholders not typically considered but important to our operations are the public, CUNY Central Office, the New York City Department of Education, and the New York State Department of Education. As a public institution we remain responsive to ongoing changes in national, state and local policies as well as the needs of our local constituents.

### **EPP Committee Meeting Calendar**

The EPP’s QAS also includes a meeting calendar (see below). This calendar allows EPP committees to plan for data review and analysis.

FALL				
COMMITTEE	<i>September</i>	<i>October</i>	<i>November</i>	<i>December</i>
DAC	X		X	
EAC		X		X
Data Gathering			X	
P-12 AB			X	
ESC		X		X

SPRING				
COMMITTEE	February	March	April	May
DAC	X		X	
EAC		X		X
Data Gathering			X	
P-12 AB			X	
ESC		X		X

### QAS #5: Mechanisms for Monitoring Changes at the Programmatic and EPP level

In addition to the data collection from the 13 key assessments at specific transition points, standard data reports will be provided by OAA at set points to several different committees within the EPP. Departmental Assessment Committees will be provided with programmatic (disaggregated) data by licensure area. The EPP Assessment Committee (EAC) and the EPP Advisory Board (AB) will be able to review EPP-level data. These reports include a *Data Review and Recommendation Form* (included in Appendix C) that will be returned to the OAA with recommendations from each committee. The OAA will summarize the recommendations of each committee and submit the summary to the Executive Steering Committee (ESC) for review, action and follow-up. The ESC will also be responsible for monitoring the efficacy of changes made.

Each data report is created by OAA, and includes the following information:

- Description of the Data Context
- Description of Data (including scale descriptors and interpretation notes)
- Data Highlights
- Data Chart
- Data Review and Recommendation Form (to be completed by committee and returned to OAA)

The table below provides information on what types of data reports each committee will receive.

Key Assessment	Data Collected From	Committee Reported To		
		DAC	EAC	AB
GPA	T1: Candidates applying for Admission T2: Candidates applying for Clinical T3: Candidates completing the program	T1: Individual candidate data by program*  T1: Overall GPA average (admitted vs not admitted) disaggregated by gender and ethnicity*	T1: Overall GPA average (admitted vs not admitted) disaggregated by gender and ethnicity*  T3: Overall GPA average (admitted vs completed)	

\* These reports will be provided to the DAC once admissions and progression requirements have been fully established and vetted by the EPP.

Key Assessment	Data Collected From	Committee Reported To		
		DAC	EAC	AB
		<p>T2: Individual candidate data by program*</p> <p>T3: Overall GPA average (admitted vs completed) disaggregated by gender and ethnicity*</p>	disaggregated by gender and ethnicity*	
Entry survey	T1: Background data, general academic interests, interest in teaching, challenge and strength areas	T1: General frequencies by program	T1: General frequencies every 2 years to aid in recruitment, mentoring and/or other EPP initiatives	
ProCADs	<p>T1: Candidate self-assessment</p> <p>T2: Candidate and instructor</p> <p>T3: Candidate, instructor and cooperating teacher</p>	<p>T1: Individual candidate data by program*</p> <p>T2: Comparative data by assessor (inter-rater)*</p> <p>T3: Comparative data by assessor (inter-rater)*</p>	T1-T3: Longitudinal tracking to examine predictive strength and candidate growth	
EAS	T2: Pearson scores	<p>T2: Individual candidate data by program</p> <p>T2: Cross-program averages</p>	T2: Cross-program averages	
CST	T2: Pearson scores	<p>T2: Individual candidate data by program*</p> <p>T2: Cross-program averages</p>	T2: Cross-program averages	
Clinical Experience Survey	T2: Candidate input on Field Experiences prior to student teaching	T2: General frequencies by program	T2: General frequencies by program	T2: General frequencies by program

\* These reports will be provided to the DAC once admissions and progression requirements have been fully established and vetted by the EPP.

Key Assessment	Data Collected From	Committee Reported To		
		DAC	EAC	AB
Practice edTPA	T2: Faculty assessment prior to completion of student teaching	T2: Individual candidate data by program* T2: Cross-program averages	T2: Cross-program averages T2: Correlational data with edTPA	
Exit Survey	T3: Candidate complete at program completion (last course in program)	T3: Cross-program averages, with scales on Technology and College and Career Readiness	T3: EPP scores on all items	T3: EPP scores on field-related items
edTPA	T4: Candidate complete prior to licensure		T4: EPP pass rates overall and by program	
Transition to Teaching Survey	T4: One year after graduation		T4: EPP scores on all items	T4: EPP scores on all items
Employer Survey	T4: Once TTS is returned		T4: EPP scores on all items	T4: EPP scores on all items
P-12 Impact Data	T4: Two years after graduation		T4: EPP scores on all items	T4: EPP scores on all items

## PART II: Program and Course Assessments

Part II explains program specific assessments and their role in our assessment and accreditation process. All EPPs seeking CAEP accreditation must undergo a program review process. Program reviews provide valuable information about candidates' knowledge and professional skills in a specific area of licensure/certification and preparation experiences. Program review requires gathering evidence that can be used to support CAEP's standard 1 – candidates' content and pedagogical knowledge and application.

### **Program Specific Data and Our Assessment Management System**

Each program is required to collect data on candidates' knowledge, skills and dispositions as it related to a program outcomes and goals. Each program designed assessments based on national, and state standards to capture candidates' ability throughout their program progression. The data from these assessments is used for program improvement and to address reporting requirements for accreditation.

Chalk & Wire is a web-based e-portfolio system required for all candidates in initial teacher education programs at Queens College. Chalk & Wire allows candidates to build an unlimited number of portfolios to showcase a collection of artifacts that reveal a variety of accomplishments, as well as display how they have fulfilled assignments. Candidates can also use Chalk & Wire to share their reflection on assessments and benchmark performance tasks required throughout their academic and working careers. For program assessment, Chalk & Wire allows instructors to collectively assess student work that is common across a program over time using the same set of criteria or rubrics. This provides a platform for instructors to assess individual candidate performance on course assignments and at the same time demonstrate competencies for program review. Results can be aggregated each semester to evaluate program-level learning outcomes or disaggregated by important demographic variables.

Chalk & Wire captures all program assessments that are required to capture candidate progression and success. Each program works with the OAA office to create a specific portfolio that contains any course with a program assessment embedded within it. This data is collected every time the course is offered. When a candidate purchases a Chalk & Wire subscription, they will be able to create their Chalk & Wire account and add their program portfolio to their accounts. Once the candidate has created their specific program portfolio, they will have access to all course assessments that are required in Chalk & Wire. They will be able to view the assignment, access rubrics and submit work to course instructors each semester.

In addition, Chalk and Wire is also used to capture data on clinical experiences via Experiential Learning. A specific placement will be created by the Field Placement Office for a candidates' student teaching, internships or practicum experience. This placement will contain surveys, assessments, and timesheet logs for candidates. It will also contain surveys and assessments for the clinical educators (e.g., cooperating teachers, Field Site Supervisors and/or Queens College Field Supervisors).



The New York State Department of Education (NYSED) and CAEP require that accredited programs document individual candidate performance based on state and national standards. Chalk & Wire allows programs to document the candidates' performance on course assignments aligned to standards. These assignments are identified in course syllabi.

### **Confidentiality**

Candidates provide Chalk & Wire with information such as assignments, work products, and assessment rubrics that identify their own content. This information will be available only to assessors and/or administrators with Chalk & Wire ID's and passwords within our institution or stakeholders granted trusted external access for our institution in order to carry out their duties to which we have agreed by right of their membership. Unless a candidate chooses to publish it on the world wide web. Personal information such as addresses, and phone numbers are NEVER required on Chalk & Wire and should not be published there.

All data collected by the EPP are meant to inform program review and improvements. All data reports are aggregated in an anonymous manner to compile statistical and performance information related to the operation of the EPP. The EPP uses this data in order to improve program quality and candidate success.

### **Chalk and Wire Training**

OAA created a training webinar to acquaint faculty with Chalk & Wire. Please feel free to access the training webinar at the following link below:

<https://tinyurl.com/chalkandwirefacwebinars>

If you need further assistance, please reach out to us via email at [chalkandwire@qc.cuny.edu](mailto:chalkandwire@qc.cuny.edu) or by calling us at (718) 997-5218.

### **Program Review: Specialized Professional Associations (SPAs)**

Program data specific to SPAs or evidence for standard 1 (non-SPA programs) is collected within Chalk & Wire. Initial programs that have a SPA are required to meet content specific standards developed by the SPA. SPA reports are submitted mid-cycle of the overall accreditation process (3 years in advance of the accreditation visit).

Submitting a SPA report will provide programs with feedback and result in a Recognition Report with a decision of "Nationally Recognized," "Recognized," or "Further Development Required/Recognized with Probation/Not Nationally Recognized." Only this type of program review can lead to national recognition by CAEP/SPAs.

The traditional program review requires programs to select 6-8 assessments required of all candidates. These assessments must include the following:

- Assessment #1: State Licensure Exam

- Assessment #2: Additional Content Assessment
- Assessment #3: Assessment of Candidates' Ability to Plan Instruction
- Assessment #4: Assessment of Student Teaching/Internship Performance
- Assessment #5: Assessment of Candidate Impact on Student Performance
- Assessment #6: Additional Required Assessment (specified for some SPAs)
- Assessment 7 & 8: Optional Additional

Currently, the following SPAs are active with CAEP:

- American Council on Teaching of a Foreign Language (ACTFL)
- Council for Exceptional Children (CEC)
- National Policy Board for Educational Administration (NPBEA) - Educational Leadership Constituent Council (ELCC)/National Educational Leadership Preparation (NELP) Standards
- National Association of School Psychology (NASP)
- National Council for the Social Studies (NCSS)
- National Council of Teachers of English (NCTE)
- National Council of Teachers of Mathematics (NCTM)
- Teacher of English to Speakers of Other Languages (TESOL)

OAA will work with program heads to submit SPA reports within the required timeframes.

*NOTE:* Initial programs that have secured specialty area accreditation from a specialized accrediting agency that is recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA) are exempt from review by CAEP. However, the program will not be recognized as accredited by CAEP.

### **Program Review: CAEP Evidence Review of Standard One**

Programs that do not have a SPA are required to provide evidence for meeting CAEP Standard 1 in the following areas:

- Learner and learning
- Specialty Content and Content Pedagogy
- Instructional Practice
- Professional Responsibilities

The EPP will be required to submit this evidence as part of the Self-Study Report submitted for the EPP's accreditation nine months prior to the scheduled site visit. Results will be provided on formative feedback for the self-study report. OAA will work with programs to gather evidence for the EPP's self-study report.

## Glossary

**Departmental Assessment Committee (DAC):** A committee within each department which analyzes and interprets program specific data and makes recommendations to the ESC for change.

**Clinical Experience:** Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. These include, but are not limited to, culminating clinical practices such as student teaching or internship as well as earlier fieldwork experiences.

**Council for the Accreditation of Educator Preparation (CAEP):** A nonprofit and nongovernmental agency that accredits educator preparation providers.

**EPP Assessment Committee (EAC):** EPP-wide committee responsible for establishing assessment priorities, analyzing and interpreting EPP-wide data, providing oversight of programmatic assessments, and developing recommendations and policies regarding all assessment and accreditation activities of the EPP.

**Education Preparation Provider (EPP):** The term used by CAEP to describe the entity responsible for the preparation of educators. At Queen College, the EPP includes all the programs offered within in the three departments in the School of Education and several programs within departments in other schools.

**Executive Steering Committee (ESC):** EPP-wide committee that oversees the quality of the EPP's programs by ensuring that the appropriate structures, policies, and procedures are in place to regularly and systematically collect, analyze, and utilize valid and reliable data in the EPP's ongoing process of evaluation and continuous improvement.

**Fieldwork Experience:** Part of the clinical experience for candidates in initial teacher education programs. These experiences included guided, hands-on, practical demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assessments.

**HEDI:** Advance, New York City's teacher evaluation and development system, includes multiple measures – Measures of Teacher Practice (MOTP) and two different Measures of Student Learning (MOSL) – to create a picture of teacher performance and provide teachers with various sources of feedback to help them develop as educators. The term HEDI is an abbreviation for the four rating categories – Highly Effective, Effective, Developing, and Ineffective.

**Quality Assurance System (QAS):** Mechanisms the EPP has established to promote, monitor, evaluate, and enhance operational effectiveness and the quality of our candidates, educators, curriculum, and other program requirements.

**Specialized Professional Associations (SPAs):** National organizations that represent the professionals of a particular field in education. SPAs develop and describe the national standards for their educational field. SPAs, along with CAEP review teacher preparation programs to ensure the programs are meeting national standards.

**Student Teaching:** A college-supervised instructional experience in an undergraduate or graduate teacher education program. This hands-on experience requires candidates to teach in a school for a prescribed number of required hours while working with a cooperating teacher.

**Transition Points:** A series of academic requirements or milestones designed to ensure that candidates have acquired the necessary competencies and expertise to be a more effective educator. Progress is evaluated using assessments that align with national standards.

**Unit of Analysis:** The major entity that you are analyzing in a study. For example, you could analyze a candidate, a course, or even a program.

## Appendix A: Program-Specific Course-Embedded Assessment Charts

Adolescent English Education, Grades 7-12 (Undergrad, Post Bacc & MAT)			
Key Assessment	T1: Admission FOUNDATIONS	T2: Professional METHODS	T3: Clinical STUDENT TEACHING
Entry Survey	SEYS 201 / SEYS 536		
ProCADS	SEYS 201 / SEYS 536	SEYS 360 / SEYS 560	SEYS 370.4 / SEYS 570.4 / SEYS 577
Practice edTPA: Task 1		SEYS 380 / SEYS 580	
Practice edTPA: Tasks 2 and 3 (optional)		SEYS 380 / SEYS 580	
Clinical Experience Survey: Form A (Field) <sup>2</sup>	SEYS 201, 221, 340, 350 (25 hours each) ECPSE 350 (15 hours)  SEYS 536, 700, 552 (30 hours each) ECPSE 550 (15 hours)	SEYS 360 (25 hours)  SEYS 560 (30 hours)	
Clinical Experience Survey: Forms B and C (Student Teaching) <sup>3</sup>			SEYS 370.2 / SEYS 570.2 / SEYS 370.4 / SEYS 570.4 / SEYS 577 / SEYS 578 / SEYS 579
Exit Survey			SEYS 370.4 / SEYS 570.4 / SEYS 579

<sup>2</sup> Form A is administered in every course that requires Fieldwork prior to student teaching on a rotating basis. For the purpose of this form please make sure to include every course at T1 and T2 that requires Fieldwork.

<sup>3</sup> Forms B and C should be administered at the end of each student teaching placement.

<b>Adolescent Math Education, Grades 7-12 (Undergrad, Post Bacc &amp; MAT)</b>			
<b>Key Assessment</b>	<b>T1: Admission FOUNDATIONS</b>	<b>T2: Professional METHODS</b>	<b>T3: Clinical STUDENT TEACHING</b>
Entry Survey	SEYS 201 / SEYS 536		
ProCADS	SEYS 201 / SEYS 536	SEYS 361 / SEYS 561	SEYS 371.4 / SEYS 571.4
Practice edTPA: Task 1		SEYS 381W / SEYS 581	
Practice edTPA: Tasks 2 and 3 (optional)		SEYS 381W / SEYS 581	
Clinical Experience Survey: Form A (Field) <sup>4</sup>	SEYS 201, 221, 340, 350 (25 hours each) ECPSE 350 (15 hours)  SEYS 536, 700, 552 (30 hours each) ECPSE 550 (15 hours)	SEYS 361 (25 hours)  SEYS 561 (30 hours)	
Clinical Experience Survey: Forms B and C (Student Teaching) <sup>5</sup>			SEYS 371.2 / SEYS 571.2 SEYS 371.4 / SEYS 571.4
Exit Survey			SEYS 371.4 / SEYS 571.4

<sup>4</sup> Form A is administered in every course that requires Fieldwork prior to student teaching on a rotating basis. For the purpose of this form please make sure to include every course at T1 and T2 that requires Fieldwork.

<sup>5</sup> Forms B and C should be administered at the end of each student teaching placement.

<b>Adolescent Science Education, Grades 7-12 (Undergrad, Post Bacc &amp; MAT)</b>			
<b>Key Assessment</b>	<b>T1: Admission FOUNDATIONS</b>	<b>T2: Professional METHODS</b>	<b>T3: Clinical STUDENT TEACHING</b>
Entry Survey	SEYS 201 / SEYS 536		
ProCADS	SEYS 201 / SEYS 536	SEYS 362 / SEYS 562	SEYS 372.4 / SEYS 572.4 / SEYS 577
Practice edTPA: Task 1		SEYS 382 / SEYS 582	
Practice edTPA: Tasks 2 and 3 (optional)		SEYS 382 / SEYS 582	
Clinical Experience Survey: Form A (Field) <sup>6</sup>	SEYS 201, 221, 340, 350 (25 hours each) ECPSE 350 (15 hours)  SEYS 536, 700, 552 (30 hours each) ECPSE 550 (15 hours)	SEYS 362 (25 hours)  SEYS 562 (30 hours)	
Clinical Experience Survey: Forms B and C (Student Teaching) <sup>7</sup>			SEYS 372.2 / SEYS 572.2 / SEYS 372.4 / SEYS 572.4 / SEYS 577 / SEYS 578 / SEYS 579
Exit Survey			SEYS 372.4 / SEYS 572.4 / SEYS 579

<sup>6</sup> Form A is administered in every course that requires Fieldwork prior to student teaching on a rotating basis. For the purpose of this form please make sure to include every course at T1 and T2 that requires Fieldwork.

<sup>7</sup> Forms B and C should be administered at the end of each student teaching placement.

<b>Adolescent Social Studies Education, Grades 7-12 (Undergrad &amp; Post Bacc)</b>			
<b>Key Assessment</b>	<b>T1: Admission FOUNDATIONS</b>	<b>T2: Professional METHODS</b>	<b>T3: Clinical STUDENT TEACHING</b>
Entry Survey	SEYS 201 / SEYS 536		
ProCADS	SEYS 201 / SEYS 536	SEYS 363 / SEYS 563	SEYS 373.4 / SEYS 573.4
Practice edTPA: Task 1		SEYS 383 / SEYS 583	
Practice edTPA: Tasks 2 and 3 (optional)		SEYS 383 / SEYS 583	
Clinical Experience Survey: Form A (Field) <sup>8</sup>	SEYS 201, 221, 340, 350 (25 hours each) ECPSE 350 (15 hours)  SEYS 536, 700, 552 (30 hours each) ECPSE 550 (15 hours)	SEYS 363 (25 hours)  SEYS 563 (30 hours)	
Clinical Experience Survey: Forms B and C (Student Teaching) <sup>9</sup>			SEYS 373.2 / SEYS 573.2 / SEYS 373.4 / SEYS 573.4
Exit Survey			SEYS 373.4 / SEYS 573.4

<sup>8</sup> Form A is administered in every course that requires Fieldwork prior to student teaching on a rotating basis. For the purpose of this form please make sure to include every course at T1 and T2 that requires Fieldwork.

<sup>9</sup> Forms B and C should be administered at the end of each student teaching placement.



<b>Adolescent Special Education, Grades 7-12 (MAT)</b>			
<b>Key Assessment</b>	<b>T1: Admission FOUNDATIONS</b>	<b>T2: Professional METHODS</b>	<b>T3: Clinical STUDENT TEACHING</b>
Entry Survey	SEYS 536		
ProCADS	SEYS 536	ECPSE 714	ECPSE 579 (Clinical Residency III)
Practice edTPA: Task 1		ECPSE 703	
Practice edTPA: Tasks 2 and 3 (optional)		ECPSE 740	
Clinical Experience Survey: Form A (Field) <sup>10</sup>	ECPSE 700 (20 hours) SEYS 536, SEYS 552 (30 hours each)	ECPSE 703, ECPSE 714, ECPSE 740 (15 hours each)	
Clinical Experience Survey: Forms B and C (Student Teaching) <sup>11</sup>			ECPSE 579 (Clinical Residency III)
Exit Survey			ECPSE 746

<sup>10</sup> Form A is administered in every course that requires Fieldwork prior to student teaching on a rotating basis. For the purpose of this form please make sure to include every course at T1 and T2 that requires Fieldwork.

<sup>11</sup> Forms B and C should be administered at the end of each student teaching placement.

<b>Adolescent World Languages Education, Grades 7-12 (Undergrad, Post Bacc &amp; MAT)</b>			
<b>Key Assessment</b>	<b>T1: Admission FOUNDATIONS</b>	<b>T2: Professional METHODS</b>	<b>T3: Clinical STUDENT TEACHING</b>
Entry Survey	SEYS 201 / SEYS 536		
ProCADS	SEYS 201 / SEYS 536	SEYS 364 / SEYS 564	SEYS 374.4 / SEYS 574.4
Practice edTPA: Task 1		SEYS 384 / SEYS 584	
Practice edTPA: Tasks 2 and 3 (optional)		SEYS 384 / SEYS 584	
Clinical Experience Survey: Form A (Field) <sup>12</sup>	SEYS 201, 221, 340, 350 (25 hours each) ECPSE 350 (15 hours)  SEYS 536, 700, 552 (30 hours each) ECPSE 550 (15 hours)	SEYS 364 (25 hours)  SEYS 564 (30 hours)	
Clinical Experience Survey: Forms B and C (Student Teaching) <sup>13</sup>			SEYS 374.2 / SEYS 574.2 SEYS 374.4 / SEYS 574.4
Exit Survey			SEYS 374.4 / SEYS 574.4

<sup>12</sup> Form A is administered in every course that requires Fieldwork prior to student teaching on a rotating basis. For the purpose of this form please make sure to include every course at T1 and T2 that requires Fieldwork.

<sup>13</sup> Forms B and C should be administered at the end of each student teaching placement.

<b>Art Education (Undergrad, Post Bacc &amp; MAT)</b>			
<b>Key Assessment</b>	<b>T1: Admission FOUNDATIONS</b>	<b>T2: Professional METHODS</b>	<b>T3: Clinical STUDENT TEACHING</b>
Entry Survey	SEYS 201 / SEYS 536		
ProCADS	SEYS 201 / SEYS 536	SEYS 333 / SEYS 533	SEYS 376 / SEYS 576
Practice edTPA: Task 1		SEYS 375 / SEYS 575	
Practice edTPA: Tasks 2 and 3 (optional)		SEYS 375 / SEYS 575	
Clinical Experience Survey: Form A (Field) <sup>14</sup>	SEYS 201, 221, 340, 350 (25 hours each) ECPSE 350 (15 hours)  SEYS 536, 700, 552 (30 hours each) ECPSE 550 (15 hours)	SEYS 365 (25 hours)  SEYS 565 (30 hours)	
Clinical Experience Survey: Forms B and C (Student Teaching) <sup>15</sup>			SEYS 375 / SEYS 375 SEYS 376 / SEYS 576
Exit Survey			SEYS 376/576

<sup>14</sup> Form A is administered in every course that requires Fieldwork prior to student teaching on a rotating basis. For the purpose of this form please make sure to include every course at T1 and T2 that requires Fieldwork.

<sup>15</sup> Forms B and C should be administered at the end of each student teaching placement.

<b>Childhood Education, Grades 1-6 (Undergraduate)</b>			
<b>Key Assessment</b>	<b>T1: Admission FOUNDATIONS</b>	<b>T2: Professional METHODS</b>	<b>T3: Clinical STUDENT TEACHING</b>
Entry Survey	EECE 311		
ProCADS	EECE 311	EECE 352	EECE 361
Practice edTPA: Task 1		EECE 360	
Practice edTPA: Tasks 2 and 3 (optional)			
Clinical Experience Survey: Form A (Field) <sup>16</sup>	EECE 220 (5 hours) EECE 311, 341 (15 hours each) ECPSE 350 (15 hours)		
Clinical Experience Survey: Forms B and C (Student Teaching) <sup>17</sup>			EECE 360 / EECE 361
Exit Survey			EECE 361

<sup>16</sup> Form A is administered in every course that requires Fieldwork prior to student teaching on a rotating basis. For the purpose of this form please make sure to include every course at T1 and T2 that requires Fieldwork.

<sup>17</sup> Forms B and C should be administered at the end of each student teaching placement.

<b>Childhood Education, Grades 1-6 (MAT)</b>			
<b>Key Assessment</b>	<b>T1: Admission FOUNDATIONS</b>	<b>T2: Professional METHODS</b>	<b>T3: Clinical STUDENT TEACHING</b>
Entry Survey	EECE 702		
ProCADS	EECE 702	EECE 525	EECE 566
Practice edTPA: Task 1		EECE 525	
Practice edTPA: Tasks 2 and 3 (optional)			
Clinical Experience Survey: Form A (Field) <sup>18</sup>	EECE 702, 711 (7 hours each) EECE 520, 555 (10 hours each)	EECE 525, 545, 550 (10 hours each) ECPSE 550 (15 hours) EECE 707, 750, 762 (7 hours each)	
Clinical Experience Survey: Forms B and C (Student Teaching) <sup>19</sup>			EECE 566
Exit Survey			EECE 566

<sup>18</sup> Form A is administered in every course that requires Fieldwork prior to student teaching on a rotating basis. For the purpose of this form please make sure to include every course at T1 and T2 that requires Fieldwork.

<sup>19</sup> Forms B and C should be administered at the end of each student teaching placement.

Early Childhood Education, Birth – Grade 2 (MAT)			
Key Assessment	T1: Admission FOUNDATIONS	T2: Professional METHODS	T3: Clinical STUDENT TEACHING
Entry Survey	EECE 710		
ProCADS	EECE 710	EECE 525	EECE 565.3
Practice edTPA: Task 1		EECE 525	
Practice edTPA: Tasks 2 and 3 (optional)			
Clinical Experience Survey: Form A (Field) <sup>20</sup>	EECE 520, 702 (10 hours each) EECE 710, 737 (7 hours each)	EECE 525 (10 hours) EECE 722, 724, 725, 750 (7 hours each) ECPSE 550 (15 hours)	
Clinical Experience Survey: Forms B and C (Student Teaching) <sup>21</sup>			EECE 565.3
Exit Survey			EECE 565.3

<sup>20</sup> Form A is administered in every course that requires Fieldwork prior to student teaching on a rotating basis. For the purpose of this form please make sure to include every course at T1 and T2 that requires Fieldwork.

<sup>21</sup> Forms B and C should be administered at the end of each student teaching placement.

Family and Consumer Sciences Education, All Grades (Undergrad & Post Bacc)			
Key Assessment	T1: Admission FOUNDATIONS	T2: Professional METHODS	T3: Clinical STUDENT TEACHING
Entry Survey	SEYS 201 / SEYS 536		
ProCADS	SEYS 201 / SEYS 536	FNES 338 / FNES 563	FNES 339 / FNES 574
Practice edTPA: Task 1		FNES 338 / FNES 563	
Practice edTPA: Tasks 2 and 3 (optional)			
Clinical Experience Survey: Form A (Field) <sup>22</sup>	SEYS 201, 221, 340, 350 (25 hours each) ECPSE 350 (15 hours)  SEYS 536, 700, 552 (30 hours each) ECPSE 550 (15 hours)	FNES 338 (30 hours)  FNES 563 (30 hours)	
Clinical Experience Survey: Forms B and C (Student Teaching) <sup>23</sup>			FNES 339 / FNES 574
Exit Survey			FNES 339 / FNES 574

<sup>22</sup> Form A is administered in every course that requires Fieldwork prior to student teaching on a rotating basis. For the purpose of this form please make sure to include every course at T1 and T2 that requires Fieldwork.

<sup>23</sup> Forms B and C should be administered at the end of each student teaching placement.

<b>Music Education, All Grades (UG &amp; Post Bacc)</b>			
<b>Key Assessment</b>	<b>T1: Admission FOUNDATIONS</b>	<b>T2: Professional METHODS</b>	<b>T3: Clinical STUDENT TEACHING</b>
Entry Survey	MUS 267 / MUS 690		
ProCADS	MUS 267 / SEYS 536 / MUS 690	MUS 365 / MUS 645	MUS 369 / MUS 644
Practice edTPA: Task 1		MUS 269 / MUS 268 MUS 641 / MUS 642	
Practice edTPA: Tasks 2 and 3 (optional)		MUS 269 / MUS 268 / MUS 641 / MUS 642	
Clinical Experience Survey: Form A (Field) <sup>24</sup>	MUS 267 (20 hours) MUS 690 (20 hours) / SEYS 536 (30 hours)	ECPSE 350 (15 hours) EECE 311 (10 hours) EECE 711 (7 hours) MUS 268, 269, 365, 366 (20 hours each) SEYS 221, 340 (20 hours) ECPSE 550 (15 hours) MUS 641, 642, 645, 646 (20 hours each) SEYS 552, 700 (30 hours each)	
Clinical Experience Survey: Forms B and C (Student Teaching) <sup>25</sup>			MUS 369 / MUS 644 (2 placements)
Exit Survey			Music 369 / Music 644

<sup>24</sup> Form A is administered in every course that requires Fieldwork prior to student teaching on a rotating basis. For the purpose of this form please make sure to include every course at T1 and T2 that requires Fieldwork.

<sup>25</sup> Forms B and C should be administered at the end of each student teaching placement.



<b>Physical Education, All Grades (Undergrad &amp; Post Bacc)</b>			
<b>Key Assessment</b>	<b>T1: Admission FOUNDATIONS</b>	<b>T2: Professional METHODS</b>	<b>T3: Clinical STUDENT TEACHING</b>
Entry Survey	SEYS 201 / SEYS 536		
ProCADS	SEYS 201 / SEYS 536	FNES 369 / FNES 562	FNES 379 / FNES 573
Practice edTPA: Task 1		FNES 369 / FNES 562	
Practice edTPA: Tasks 2 and 3 (optional)		FNES 369 / FNES 562	
Clinical Experience Survey: Form A (Field) <sup>26</sup>	SEYS201W, SEYS 221, SEYS 340, SEYS 350 (20 hours each) ECPSE 350 (15 hours)  SEYS 536, 552, 700 (30 hours each) ECPSE 550 (15 hours)	FNES 161W (10 hours) FNES 266, 369 (25 hours each) FNES 311, 381 (15 hours each)  FNES 561, FNES 562 (25 hours each)	
Clinical Experience Survey: Forms B and C (Student Teaching) <sup>27</sup>			FNES 379 / FNES 573
Exit Survey			FNES 379 / FNES 573

<sup>26</sup> Form A is administered in every course that requires Fieldwork prior to student teaching on a rotating basis. For the purpose of this form please make sure to include every course at T1 and T2 that requires Fieldwork.

<sup>27</sup> Forms B and C should be administered at the end of each student teaching placement.

<b>Special Education / Childhood Education Dual Certification (MAT) Program</b>			
<b>Key Assessment</b>	<b>T1: Admission FOUNDATIONS</b>	<b>T2: Professional METHODS</b>	<b>T3: Clinical STUDENT TEACHING</b>
Entry Survey	EECE 702		
ProCADS	EECE 702	EECE 525	EECE 565
Practice edTPA: Task 1		EECE 525	
Practice edTPA: Tasks 2 and 3 (optional)			
Clinical Experience Survey: Form A (Field) <sup>28</sup>	ECPSE 700 (20 hours) ECPSE 720 (4 hours) ECPSE 708 (15 hours) ECPSE 742 (5 hours)  EECE 702, 711 (7 field hours each)	ECPSE 702 (10 hours) ECPSE 722 (5 hours) ECPSE 710 (15 hours) ECPSE 746 (50 hours) ECPSE 748 (Daily Intervention over 2-month period)  EECE 520, 525, 545, 550, 555 (10 hours each)	
Clinical Experience Survey: Forms B and C (Student Teaching) <sup>29</sup>			EECE 565 ECPSE 725
Exit Survey			ECPSE 725

<sup>28</sup> Form A is administered in every course that requires Fieldwork prior to student teaching on a rotating basis. For the purpose of this form please make sure to include every course at T1 and T2 that requires Fieldwork.

<sup>29</sup> Forms B and C should be administered at the end of each student teaching placement.

TESOL Undergrad, MAT, MSED			
Key Assessment	T1: Admission FOUNDATIONS	T2: Professional METHODS	T3: Clinical STUDENT TEACHING
Entry Survey	SEYS 201 / SEYS 536		
ProCADS	SEYS 201 / SEYS 536	LCD 241 / LCD 741	LCD 342 / LCD 795 / SEYS 579
Practice edTPA: Task 1		LCD 341 / LCD 794 / SEYS 578	
Practice edTPA: Tasks 2 and 3 (optional)		LCD 342 / LCD 795 / SEYS 579	
Clinical Experience Survey: Form A (Field) <sup>30</sup>	ECPSE 350 (15 hours) SEYS 201, 221 (25 hours each)  ECPSE 550 (15 Hours) EECE 710, 711 (7 hours each) LCD 740.4 (50 Hours) SEYS 536, 552 (30 hours each)	LCD 241 (50 Hours)  LCD 741.4 (50 Hours)	
Clinical Experience Survey: Forms B and C (Student Teaching) <sup>31</sup>			LCD 341 / LCD 342 / SEYS 577 / SEYS 578 / LCD 794 / LCD 795 / SEYS 579
Exit Survey			LCD 342 / LCD 795 / SEYS 579

<sup>30</sup> Form A is administered in every course that requires Fieldwork prior to student teaching on a rotating basis. For the purpose of this form please make sure to include every course at T1 and T2 that requires Fieldwork.

<sup>31</sup> Forms B and C should be administered at the end of each student teaching placement.

## Appendix B: EPP-Wide Assessment Specifications and Instruments

### Assessment Specifications and Instructions

Assessment	Grade Point Average (GPA)
Overview of Assessment	GPA data are housed in the CUNYfirst system including the overall GPA and the major GPA. Overall GPA is used to assess a candidate's performance in their academic studies. The overall GPA includes the candidate's performance on all coursework required by the college and their major. The GPA associated with their major is calculated based on the course grades obtained only in courses required for the completion of the major. The GPA in Education courses (may be similar to Major GPA) is calculated based on the grades obtained in all Education courses. GPA data can be reviewed throughout a candidate's progression in a program.
Transition Point	T1 (Program Admissions) T2 (Candidate Progression) T3 (Program Completion)
Details of Assessment Administration	T1 (Program Admissions): GPA data at this transition point is used to gauge a candidate's prior preparation as they enter into Queens College and their selected education program.  T2 (Candidate Progression): GPA data at this transition point is used to assess whether a candidate is ready to proceed to the next milestone in the program. Overall, major, and Education GPA may be reviewed prior to registration for coursework. A candidate may require a retention plan to continue in the program and enter student teaching or clinical practice.  T3 (Program Completion): GPA data at this transition point is used to assess whether the candidate has met the minimum requirements to complete the program. Minimum GPA requirements must be met in order for the candidate to be approved for program completion and recommended for certification.
Who is completing the assessment/rubric?	T1 (Program Admissions) – Program Coordinator or Admissions Advisor T2 (Candidate Progression) – Program Advisor and Field Placement Office T3 (Program Completion) – Program Coordinator of Graduation Audit Advisor
Who/What is being assessed?	Candidate's average performance in their studies.
Responsibility of Instructor (If Applicable)	Not Applicable
Data Location	CUNYfirst (Undergraduate Programs) Hobsons (Graduate Programs Admissions Data) CUNYfirst (Graduate Programs Once Candidate is Admitted)
Benchmark	The overall GPA required for admission to an undergraduate initial program is 2.75. The overall GPA requirement for admission to a graduate initial program is 3.0. The exit GPA requirement for all initial programs is 3.0.

Assessment	Grade Point Average (GPA)
Validity and Reliability	<p>Since research on the use of grade point average for later college performance is mixed, the EPP will conduct future analyses on the best way to use GPA data. Predictive validity will be examined once the EPP has captured the data at all transition points for at least two cohorts to determine whether admissions GPA predicts later candidate performance and to understand the best cutoff point for entry into both undergraduate and graduate initial programs.</p>
Data Usage	<p>Data will be analyzed at the program and EPP-level to see if our programs are providing the necessary supports to ensure our candidates are meeting the required average performance in their studies.</p>
Link to Assessment	Not Applicable

## Assessment Specifications & Instructions

Assessment	NExT Common Metrics: Entry Survey
Overview of Assessment	The Entry Survey, developed by the NExT consortium is the first of four surveys, provides demographic information, prior education, motivation for teaching, academic field of interest, and perceived strengths and challenges. It was designed to be completed in an initial Education Foundations course taken during the first semester of the major.
Transition Point	T1 (Program Admissions)
Details of Assessment Administration	The NExT Common Metrics Entry Survey is available to candidates on Chalk and Wire via their program portfolio. Once a candidate creates their program portfolio, all course that include a submission on Chalk and Wire for assessment will be listed. Along with other assignments/requirements, candidates will see a folder labeled "Entry Survey." If the candidate clicks on the folder, they will be taken into the page to access the survey. Click on the survey name. Complete the survey. Once the survey is complete, be sure to click on "Submit" and send the completed survey to Alan Gonzalez in the Office of Assessment and Accreditation.
Who is completing the assessment/rubric?	Candidate
Who is being assessed?	Candidate's prior education, experiences, motivations, strengths and challenges.
Responsibility of Instructor (If Applicable)	Remind candidates to complete the survey as early as possible in the semester.
Data Location	Chalk and Wire
Benchmark	Not Applicable. Survey is non-evaluative.
Validity & Reliability	Provided by NExT Common Metrics
Data Usage	<p>The survey was adopted by the EPP in fall 2019 and piloted with 106 candidates. Entry survey pilot results were reviewed at the 4/2/2020 EAC meeting. The strong motivation of entering candidates to have an impact on the world is consistent with the social justice mission of the EPP. The most significant expected challenge was to differentiate instruction for a variety of student groups. The spring 2020 results will be compared to existing data to determine consistency in findings.</p> <p>The information collected in this survey will be used to assess programs and will be kept confidential. Survey results will only be reported in the aggregate without any individual responses and not used to compare publicly individuals, programs, colleges, or universities.</p>
Link to Assessment	<a href="https://tinyurl.com/EPPEntrySurvey2020">https://tinyurl.com/EPPEntrySurvey2020</a>

## Assessment Specifications & Instructions

Assessment	Professional Competencies, Attitudes and Dispositions (ProCADS) Assessment
Overview of Assessment	<p>ProCADS is a research-based measure of professional competencies, attitudes and dispositions. The professional competencies focus on proficiency in planning, teaching, and assessing as well as other professional competencies including self-presentation, self-representation, professional collegiality and demeanor, and taking responsibility. In terms of attitudes, ProCADS focuses on three areas: attitudes toward teaching methods, attitudes toward students, and attitudes toward schools. In terms of dispositions, ProCADS focuses on four dispositional areas: open-mindedness, self-reflection, curiosity, and educational equity. All items are tagged to InTASC standards making it possible to analyze data in relation to the four InTASC domains: The Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility. ProCADS is meant to be administered at multiple transition points in the program. The EPP will administer it three times at T1 (admissions), T2 (methods) and T3 (student teaching). At T1, ProCADS is a candidate self-assessment and is being used to allow candidates to understand the expectations of the EPP. At T2, it is completed by the instructor(s), and at T3, the cooperating teacher, the clinical supervisor and the candidate complete it. The longitudinal data allows the EPP to spot potential trouble areas and to assess candidate growth. The potential to use ProCADS in making dismissal decisions is being discussed.</p>
Transition Point	<p>T1 (Program Admissions)  T2 (Candidate Progression)  T3 (Program Completion)</p>
Details of Assessment Administration	<p>(T1): ProCADS is available to candidates on Chalk and Wire via their program portfolio. Once a candidate creates their program portfolio, all course that include a submission on Chalk and Wire for assessment will be listed. Along with other assignments/requirements, candidates will see a folder labeled "ProCADS." If the candidate clicks on the folder, they will be taken into the page to access the survey. Click on the survey name. Complete the survey. Once the survey is complete, be sure to click on "Submit" and send the completed survey to Alan Gonzalez in the Office of Assessment &amp; Accreditation.</p> <p>(T2): ProCADS is available to candidates on Chalk and Wire via their program portfolio. Once a candidate creates their program portfolio, all courses that include a submission on Chalk and Wire for assessment will be listed. Along with other assignments/requirements, candidates will see a folder labeled "ProCADS." If the candidate clicks on the folder, they will be taken into the page to access the survey. Once the survey is completed, and the candidate submits it to their instructor, a notification will be triggered for the instructor to assess the candidate using the assessment tool provided.</p> <p>(T3): ProCADS is available in the Experiential Learning on Chalk and Wire (Student Teaching Placement) for candidates, clinical supervisors and cooperating teaching. The Field Placement Office will let candidates, clinical supervisors and cooperating teachers know when the placement is open and available to have assessment</p>

Assessment	Professional Competencies, Attitudes and Dispositions (ProCADS) Assessment
	completed for the semester. Please be sure to complete all assessment by the deadline provided by the Field Placement Office.
Who is completing the assessment/rubric?	Candidate (T1, T2, T3) Instructor (T2) Cooperating Teacher (T3) Clinical Supervisor (T3)
Who/What is being assessed?	Candidate's professional competencies, attitudes, and dispositions
Responsibility of Instructor (If Applicable)	<p>(T1) – Instructor reminds candidate to complete the self-assessment as early as possible in the semester.</p> <p>(T2) – Instructor reminds candidate to complete the self-assessment as early as possible in the semester. Once the candidate has completed the self-assessment, and submits it to the instructor, the assessment will be available to be completed by the instructor. Instructors should complete the assessment by the assessment deadline provided by the Office of Assessment and Accreditation.</p> <p>(T3) – Clinical Supervisor reminds candidate to complete the self-assessment. Clinical Supervisor will also complete the assessment as part of the Experiential Learning (Student Teaching Placement Assessments) on Chalk and Wire. Clinical Supervisors should be sure to complete the assessment by the assessment deadline provided by the Field Placement Office.</p> <p>Cooperating Teachers will complete the assessment as part of the Experiential Learning (Student Teaching Placement Assessments) on Chalk and Wire. Cooperating Teachers should be sure to complete the assessment by the assessment deadline provided by the Field Placement Office.</p>
Data Location	Chalk and Wire
Benchmark	Currently ProCADS is being used as low-stakes formative assessment for guidance. Any candidate that receives an unsatisfactory or developing rating will be targeted for intervention. The EPP is considering how to use consistent “unsatisfactory” and “developing” ratings in dismissal decisions
Validity & Reliability	<p>Provided by University of Tennessee, Knoxville.</p> <p>Local content validation: Item 7 removed; new item added, Spring 2020.</p> <p>Local interrater agreement study needed to compare candidate, instructor, and clinical supervisor ratings at T3.</p>
Data Usage	The information collected in this assessment will be used to track candidates' competencies, attitudes and dispositions as the candidates progresses through a program.
Link to Assessment	<a href="https://tinyurl.com/EPPProCADS">https://tinyurl.com/EPPProCADS</a>



## Assessment Specifications & Instructions

Assessment	Educating All Students (EAS): NYS Teacher Certification Exam
Overview of Assessment	<p>The EAS exam was designed to assess whether prospective New York State teachers' have the professional and pedagogical knowledge and skills necessary to teach all students effectively in New York State public schools.</p> <p>Prospective teachers are evaluated on the following five competency areas:</p> <ol style="list-style-type: none"> <li>1. the ability to effectively educate diverse student populations;</li> <li>2. the ability to effectively educate English language learners;</li> <li>3. the ability to effectively educate students with disabilities and other special learning needs;</li> <li>4. the pedagogical and professional knowledge and skills in relation to teacher responsibilities;</li> <li>5. the pedagogical and professional knowledge and skills in relation to school-home relationships.</li> </ol> <p>The EAS exam consists of multiple-choice questions and constructed response questions. Three of the five competency areas are measured using both multiple-choice questions as well as constructed response questions (diverse student populations, English language learners, and students with disabilities and other special learning needs). Teacher responsibilities and school-home relationships are only assessed using multiple-choice questions. These indices are designed to help you understand the areas of strength and weakness.</p>
Transition Point	T2 (Candidate Progression)
Course with Assessment Requirement (If Applicable)	Not Applicable
Details of Assessment Administration	Candidates are encouraged to take the EAS prior to student teaching.
Who is completing the assessment/rubric?	T2 (Candidate Progression) – Program Advisor and Field Placement Office reviews to see if candidate took the exam.
Who/what is being assessed?	Candidate's professional and pedagogical knowledge and skills necessary to teach all students.
Responsibility of Instructor (If Applicable)	Not Applicable
Data Location	Chalk and Wire & NYSED Data Reports
Benchmark	The overall pass score required by the State is 520. The current safety net score is 500. Scores of 3 or more on constructed response questions indicate competency. Programs whose average scores fall under 2 need to consider curricular connections to teaching diverse student populations.
Validity & Reliability	Created and validated by Pearson
Data Usage	Data on sub scores and pass rates will be used to ensure that teacher education preparation programs are providing the teachers with the knowledge and skills to have a positive impact on all learners.
Link to Assessment	<a href="http://www.nystce.nesinc.com/TestView.aspx?f=HTML_FRAG/NY201_TestPage.html">http://www.nystce.nesinc.com/TestView.aspx?f=HTML_FRAG/NY201_TestPage.html</a>

## Assessment Specifications & Instructions

Assessment	Content Specialty Test (CST): NYS Teacher Certification Exam
Overview of Assessment	<p>The Content Specialty Test (CST) consists of selected-response items measuring content knowledge and one extended constructed-response item measuring pedagogical content knowledge. The constructed-response item is scenario-based and requires candidates to describe an instructional strategy to guide all students in achieving a specific learning goal, assess student understanding, and identify students' strengths and needs.</p> <p>The exam was developed to test teacher candidates' knowledge and skills necessary to teach effectively in New York State schools. The test aims to test if the teacher candidate:</p> <ul style="list-style-type: none"> <li>• understands and applies current education research on how students learn;</li> <li>• demonstrates mastery of the content and concepts, is a skilled problem solver, and demonstrates strong skills;</li> <li>• applies the three-dimensional approach (i.e., disciplinary core ideas, crosscutting concepts, and content-specific practices) to instruction in order to explain phenomena, solve real-world problems, and make informed decisions;</li> <li>• has a broad understanding of the disciplinary core ideas and the crosscutting concepts between disciplines.</li> <li>• understands practices and applies concepts, principles, and theories;</li> <li>• can communicate information from a variety of source types;</li> <li>• knows, demonstrates, and implements policies and procedures to ensure safety and ethical practices;</li> </ul>
Transition Point	T2 (Candidate Progression)
Course with Assessment Requirement (If Applicable)	Not Applicable
Details of Assessment Administration	Candidates are encouraged to take the CST prior to student teaching.
Who is completing the assessment/rubric?	T2 (Candidate Progression) – Program Advisor and Field Placement Office reviews if candidate took CST.
Who/What is being assessed?	Candidate's content knowledge and pedagogical content knowledge.
Responsibility of Instructor (If Applicable)	Not Applicable
Data Location	Chalk and Wire & NYSED Data Reports
Benchmark	The EPP examines only pass rates and means for subtests.
Validity & Reliability	Created and validated by Pearson; local correlations with GPA (overall, content major GPA will be examined).
Data Usage	Data on pass rates will be used to ensure that teacher education preparation programs are providing the content and pedagogical knowledge teachers need to be successful in real-world classroom settings.
Link to Assessment	<a href="http://www.nystce.nesinc.com/PageView.aspx?f=GEN_Tests.html">http://www.nystce.nesinc.com/PageView.aspx?f=GEN_Tests.html</a>

## Assessment Specifications & Instructions

Assessment	Clinical Experience Survey (Form A, B, C)
Overview of Assessment	The Clinical Experience Survey provides a candidate perspective on the efficacy of the early fieldwork experiences (Form A) and student teaching (Form B) for enhancing their learning and supporting their progress towards becoming effective teachers. On Form A, candidates evaluate the fieldwork assignments, the experience, and the placement site. They also provide information on the populations, activities and technologies that they worked with during the experience. On Form B, candidates evaluate the student teaching assignments, experience and placement as well as the cooperating teacher and clinical supervisor. Form C is completed by the Clinical Supervisors and provides an assessment of the placement site.
Transition Point	T1 (Program Admissions) – Form A T2 (Candidate Progression) – Form A T3 (Program Completion) – Form B and C
Courses with Assessment Requirement (If Applicable)	See Program-Specific Implementation for Course-Embedded Assessments on page 89.
Details of Assessment Administration	<p>T1 (Program Admissions) – Form A The Clinical Experience Survey Form A will be available to candidates on Chalk and Wire via their program portfolio. Once a candidate creates their program portfolio, all courses that include a submission on Chalk and Wire for assessment will be listed. Along with other assignments/requirements, candidates will see a folder labeled “Clinical Experiences Survey.” If the candidate clicks on the folder, they will be taken into the page to access the survey. Once the survey is completed, and the candidate submits it to their instructor, a notification will be triggered for the instructor. The instructor simply needs to check-off that the candidates completed the survey appropriately.</p> <p>T2 (Candidate Progression) – Form A The Clinical Experience Survey Form A will be available to candidates on Chalk and Wire via their program portfolio. Once a candidate creates their program portfolio, all courses that include a submission on Chalk and Wire for assessment will be listed. Along with other assignments/requirements, candidates will see a folder labeled “Clinical Experiences Survey.” If the candidate clicks on the folder, they will be taken into the page to access the survey. Once the survey is completed, and the candidate submits it to their instructor, a notification will be triggered for the instructor. The instructor simply needs to check-off that the candidates completed the survey appropriately.</p> <p>T3 (Program Completion) – Form B and C The Clinical Experience Survey will be available in Experiential Learning on Chalk and Wire (Student Teaching Placement). Both the candidate (Form B) and the clinical supervisor (Form C) will have access to the survey along with the other assessment required for the student teaching placement. The Field Placement Office will create the placement in Experiential Learning and inform candidates and clinical</p>

Assessment	Clinical Experience Survey (Form A, B, C)
	supervisors. Please be sure to complete all surveys and assessments by the deadlines provided by the Field Placement Office.
Who is completing the assessment/rubric?	Candidate (T1, T2, T3) Clinical Supervisor (T3)
Who/what is being assessed?	Clinical Experiences
Responsibility of Instructor	<p>T1 (Program Admissions) – Form A Instructors should encourage candidates to complete the survey prior to deadlines set by the Office of Assessment &amp; Accreditation</p> <p>T2 (Candidate Progression) – Form A Instructors should encourage candidates to complete the survey prior to deadlines set by the Office of Assessment &amp; Accreditation</p> <p>T3 (Program Completion) – Form B and C Clinical Supervisor should remind candidate to complete the Clinical Experience Survey - Form B on Chalk and Wire in Experiential Learning (Student Teaching Placement). Clinical Supervisor will also complete the Clinical Experience Survey – Form C as part of the Experiential Learning (Student Teaching Placement) on Chalk and Wire. Clinical Supervisors should be sure to complete the assessment by the assessment deadline provided by the Field Placement Office.</p>
Data Location	Chalk and Wire
Benchmark	Scale scores range from Strongly Disagree to Strongly Agree. Ratings across courses, instructors, cooperating teachers and placement sites is examined each semester with consistent negative ratings in any area leading to modifications.
Validity & Reliability	Internal consistency of items will be evaluated, and a rotated factor matrix computed to ensure unique sections. The responses from candidates and clinical supervisors on the placement site will be compared to ensure triangulation of findings.
Data Usage	The information collected in this assessment will be used to track candidates' competencies, attitudes and dispositions as the candidates progresses through a program.
Link to Assessment	<a href="https://tinyurl.com/ClinExpSur2020">https://tinyurl.com/ClinExpSur2020</a>

## Assessment Specifications & Instructions

Assessment	Practice edTPA®
Overview of Assessment	The Practice edTPA provides a common framework, across various certification areas, to assess teacher candidates' readiness to plan, instruct and assess. According to SCALE, "Given its comprehensive and reflective nature, practice edTPA, when strategically incorporated into educator preparation curricula, could be adopted as a developmentally supportive tool based upon which candidates may reflectively gauge and improve—rather than merely benchmark—their teaching. At the same time, although edTPA on the surface is specific to each certification area, the underlying concepts it assesses are shared across certification areas, making it an ideal EPP-wide assessment."
Transition Point	T2 (Candidate Progression)
Details of Assessment Administration	T2 (Candidate Progression) Candidates will be required to complete Task 1 of the edTPA. They will submit their practice edTPA-Task 1 to their course instructor for evaluation/assessment. Since this is a practice edTPA, instructors will provide feedback to support the candidate in reflection and development as teachers.
Who is completing the assessment/rubric?	Course Instructor
Who/What is being assessed?	Candidate's ability to plan, implement, and assess instruction.
Responsibility of Instructor	T2 (Candidate Progression) Instructors are encouraged to review the practice edTPA through the lens of providing developmentally supportive tools that candidates may use to reflective and improve that practice as teachers.
Data Location	Chalk and Wire
Benchmark	Scores at a Level 1 (developing) are deemed acceptable for candidates prior to student teaching but should accompany concrete and specific feedback to candidates and follow up during the culminating clinical experience to ensure growth.
Validity & Reliability	Provided by SCALE. Local interrater agreement was not met for all five rubrics (under 80% on 3 of 5 rubrics). New training materials and re-testing will be done in Fall 2020.  Predictive validity will be established looking at the relationship between scores on the practice edTPA and scores on the actual edTPA submitted for licensure.
Data Usage	Although edTPA is specific to each certification area, the concepts it assesses are shared across certification areas, thereby allowing the EPP to see if teacher education candidates are learning the knowledge, skills and dispositions to successfully plan, implement and assess their teaching.
Link to Assessment	<a href="https://tinyurl.com/SamPracedTPA">https://tinyurl.com/SamPracedTPA</a>

## Assessment Specifications & Instructions

Assessment	NExT Common Metrics: Exit Survey
Overview of Assessment	Completed in the last course of a program, the Exit Survey measures candidate perceptions of the quality of the EPP’s teacher education program and how well the program prepared them to be teachers. Based on the 10 InTASC standards, candidates rate each program element as well as the student teaching experience. Program areas assessed include program structure/quality, instructional practices, working with diverse learners, the learning environment, professionalism, and the student teaching experience.
Transition Point	T3 (Program Completion)
Details of Assessment Administration	The NExT Common Metrics Exit Survey will be available to candidates on Chalk and Wire via their program portfolio. Once a candidate creates their program portfolio, all course that include a submission on Chalk and Wire for assessment will be listed. Along with other assignments/requirements, candidates will see a folder labeled “Exit Survey.” If the candidate clicks on the folder, they will be taken into the page to access the survey. Once the survey is completed, and the candidate submits it to their instructor, a notification will be triggered for the instructor. The instructor simply needs to check-off that the candidates completed the survey appropriately.
Who is completing the assessment/rubric?	Candidate (T3)
Who is being assessed?	Teacher Education Program
Responsibility of Instructor (If Applicable)	Instructors should encourage candidates to complete the survey prior to deadlines set by the Office of Assessment & Accreditation
Data Location	Chalk and Wire
Benchmark	Low ratings in any area may lead to programmatic modifications.
Validity & Reliability	Provided by Hezel and Associates
Data Usage	The information collected in this assessment will be used to evaluate program elements as well as student teaching experiences. Data review and analysis may lead to programmatic changes.
Link to Assessment	<a href="https://tinyurl.com/EPPExitSur2020">https://tinyurl.com/EPPExitSur2020</a>

## Assessment Specifications & Instructions

Assessment	NExT Common Metrics: Transition to Teaching Survey
Overview of Assessment	Completed by EPP alumni at the end of their first full year of teaching, the Transition to Teaching Survey provides information regarding completers' employment status, the steps they took to obtain teaching positions, and the extent to which they feel prepared for teaching responsibilities. The survey contains a final section that also assesses completers' perception of how well prepared they were for their first year of teaching. The parallel structure of this survey is essentially identical to the Exit Survey, allowing for direct comparison of candidate responses at the end of their program and again at the end of their first year of teaching.
Transition Point	T4 (Follow-Up)
Details of Assessment Administration	The NExT Common Metrics Transition to Teaching Survey will be made available to alumni one year after graduation. The survey will be sent to candidates via email through SurveyMonkey.
Who is completing the assessment/rubric?	Alumni (T4)
Who/what is being assessed?	Teacher Education Program and Impact on current teaching experience
Responsibility of Instructor (If Applicable)	Not Applicable
Data Location	SurveyMonkey
Benchmark	Low ratings in any area may lead to programmatic modifications.
Validity & Reliability	Provided by Hezel and Associates.
Data Usage	The information collected in this assessment will be used to assess the teacher preparation programs in the School of Education at Queens College. Data review and analysis may lead to programmatic changes.
Link to Assessment	<a href="https://tinyurl.com/EPPTranToTeachSur2020">https://tinyurl.com/EPPTranToTeachSur2020</a>

## Assessment Specifications & Instructions

Assessment	NExT Common Metrics: Employers Survey
Overview of Assessment	Administered to direct supervisors of EPP completers employed in schools. Designed to gain employers' perspectives of first-year teachers' readiness for the teaching profession. The survey asks employers to assess the quality of program completers' instructional practices, abilities to work with diverse learners, abilities to establish a positive classroom environment, and levels of professionalism. The Employer Survey is closely aligned with the Transition to Teaching Survey to facilitate comparisons between the perspectives of novice teachers and their supervisors.
Transition Point	T4 (Follow-Up)
Details of Assessment Administration	The NExT Common Metrics Employer Survey will be made available to employers of alumni. Employers names will be gathered through the NExT Common Metrics Transition to Teaching Survey. The survey will be sent to employers via email through SurveyMonkey.
Who is completing the assessment/rubric?	Employers of Alumni (T4)
Who/What is being assessed?	Teacher Education Program Completers (Alumni) Preparation
Responsibility of Instructor (If Applicable)	Not Applicable
Data Location	SurveyMonkey
Benchmark	Low ratings in any area may lead to programmatic modifications.
Validity & Reliability	Provided by Hezel and Associates.
Data Usage	The information collected in this assessment will be used to assess the teacher preparation programs in the School of Education at Queens College. Data analysis and review may lead to programmatic changes.
Link to Assessment	<a href="https://tinyurl.com/EPPEmpSur2020">https://tinyurl.com/EPPEmpSur2020</a>



## Assessment Specifications & Instructions

Assessment	edTPA: NYS Teacher Certification Exam
Overview of Assessment	The edTPA is a required subject specific NYS certification exam. Developed by the Stanford Center for Assessment, Learning, and Equity (SCALE), the edTPA is considered a multiple measure assessment of teaching, designed to be educative and predictive of effective teaching and student learning. Like the practice edTPA, candidates receive scores for Planning, Teaching and Assessing across 15 rubrics. The teaching component is based on actual video footage of in-front-of-the-class teaching.
Transition Point	T4 (Follow-up)
Details of Assessment Administration	The edTPA is completed during the candidate's final semester of student teaching. Candidates are encouraged to create the official edTPA portfolio through Chalk and Wire and submit it to Pearson for official scoring.
Who is completing the assessment/rubric?	Pearson
Who/what is being assessed?	Candidate's ability to plan, implement and assess instruction across 15 rubrics.
Data Location	Chalk and Wire & NYSED Data Reports
Benchmark	Passing score, Safety Net = pass ATS-W, ended 6/2018, Reinstated for COVID-affected candidates. The total possible score = 75. The Professional Performance Standard is set at 42 points, except in subjects with more or less than 15 rubrics.
Validity & Reliability	<p>Provided by SCALE.</p> <p>The EPP will examine the relationship between the practice edTPA and the actual edTPA once enough data is gathered to warrant robust statistical analysis.</p>
Data Usage	Data on sub scores and pass rates will be used to ensure that teacher education preparation programs are providing the teachers with the knowledge and skills to have a positive impact on all learners.
Link to Assessment	<a href="http://www.nystce.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_edTPA.html">http://www.nystce.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_edTPA.html</a>

## Assessment Specifications & Instructions

Assessment	HEDI
Overview of Assessment	HEDI is an acronym for an overall teacher impact rating used to evaluate teachers. The H stands for “Highly Effective” (overall rating of 4), the E for “Effective” (overall rating of 3), D for “Developing” (overall rating of 2), and I for “Ineffective” (overall rating of 1). The HEDI score results from a 50/50 combination of summary data across an academic school year from two different sources. The first are Measures of Teacher Practice (MOTP), which are grounded in eight components of the Danielson 2013 Framework for Teaching and the second are Measures of Student Learning (MOSL). The annual HEDI rating is plotted on a matrix with the MOSL ratings down the Y axis and the MOTP ratings across the X axis. Using this matrix, for a teacher to receive an overall annual rating of rated of Highly Effective, they must receive ratings of Highly Effective on both the Y (MOSL) axis and the X (MOTP) axis, or a rating of Highly Effective on one axis (i.e., either x or y) and a rating of Effective on the other axis. An overall annual summary HEDI rating of Effective is given when a teacher is either rated Effective on both the y and x axis (i.e., MOSL and MOTP) or they are rated Effective on one axis and Developing on the other axis.
Transition Point	T4 (Follow-Up)
Details of Assessment Administration	Data is provided to the EPP from CUNY Central via Tumbleweed. Data is provided on alumni currently working for the New York City Department of Education.
Who is completing the assessment/rubric?	EPP will review data to see if alumni are performing at the expected level (Effective and Highly Effective).
Who/what is being assessed?	Alumni’s impact on P-12 student learning
Responsibility of Instructor (If Applicable)	Not Applicable
Data Location	CUNY Tumbleweed
Benchmark	The EPP would expect that its completers receive Effective and Highly Effective scores. Programmatic change should be considered when more than 1% of completers score below Effective in any given year.
Validity & Reliability	Research has confirmed that there is a good correlation between teacher classroom observations (e.g., MOTP) and measures of student growth (e.g., MOTL) (Mihaly, McCraffey, Staiger, & Lockwood, 2013 <sup>32</sup> ). The EPP has also found consistency between the HEDI scores and the Employer Survey ratings of teaching effectiveness supporting the valid interpretations of these data for teaching effectiveness.
Data Usage	Data will be used to analyze the EPP programs and preparation. This will help the EPP analyze whether the programs are preparing quality teachers and education professionals that have a positive impact on P-12 learning. Data may lead to programmatic changes.
Link to Assessment	Not Applicable

<sup>32</sup> Mihaly, K., McCraffey, D.F., Staiger, D.O., & Lockwood, J.R. (2013). A composite estimator of effective teaching. [https://k12education.gatesfoundation.org/download/?Num=2551&filename=MET\\_Composite\\_Estimator\\_of\\_Effective\\_Teaching\\_Research\\_Paper.pdf](https://k12education.gatesfoundation.org/download/?Num=2551&filename=MET_Composite_Estimator_of_Effective_Teaching_Research_Paper.pdf)

## Assessment Specifications & Instructions

Assessment	Alumni Impact Study
Overview of Assessment	<p>The Alumni Impact Study (AIS) engages graduates of initial programs in a “study” of their teaching practice. Participants choose a unit that they plan on teaching. They create a matching pre and post assessment to assess student learning on the stated objectives of their Unit. Once they have collected their data, they will analyze the data to determine “impact,” e.g., student gain or loss. In addition to presenting their results, they write a reflection about their instruction and how they might modify future instructional plans based upon their analyses. Case studies will be followed by in-person, on-campus visits. We are considering different formats for the campus follow up discussion such as a poster-board session that will coincide with the fall P-12 Advisory Board meeting.</p>
Transition Point	T4 (Follow-Up)
Details of Assessment Administration	<p>The EPP overall objective in the upcoming AIS is to answer this primary question—<b>What impact do our graduates have on student learning growth?</b></p> <p>Sub-questions include:</p> <ul style="list-style-type: none"> <li>• How do our graduates define the impact on P-12 student learning and growth?</li> <li>• What types of teacher-developed or standardized assessments do our graduates use to determine whether they have supported P-12 student learning growth?</li> <li>• How do our graduates modify instruction to meet learner needs based on these results?</li> </ul> <p>In this study, the EPP defines student learning and growth in terms of reaching proficiency in school-related academic content and practices grounded in New York State and national standards. Also, this growth will include the development of social and emotional skills and metacognitive skills.</p> <p>Our alumni will be using high-quality formative and summative assessments to measure student academic knowledge, conceptual understanding, and skills as they relate to learning targets. Based on the candidate perceptions data sources (the different types of assessment) of student learning growth in an academic unit and assessment data from that unit, we will be able to state whether our graduates will positively impact student learning growth or not.</p> <p>The EPP overall objective in AIS is to answer this primary question—<b>What impact do our graduates have on student learning growth?</b></p> <p>Sub-questions include:</p> <ul style="list-style-type: none"> <li>• How do our graduates define the impact on P-12 student learning and growth?</li> <li>• What types of teacher-developed or standardized assessments do our graduates use to determine whether they have supported P-12 student learning growth?</li> </ul>

Assessment	Alumni Impact Study
	<ul style="list-style-type: none"> <li>• How do our graduates modify instruction to meet learner needs based on these results?</li> </ul> <p>The oversight of data collection and analysis, as well as the iterative process of using results for continuous improvement is provided by the EPP Assessment Committee (composed of the Dean of the School of Education, department chairs and faculty and staff from across the EPP).</p> <p><i>Data Sources &amp; Triangulation</i></p> <p>The process for collecting data will include a pre and post-observation interviews for 20 - 45 minutes each that will be audio-recorded and transcribed by the interviewer, and a classroom observation. We will ask the participants to share a unit plan and pre/post assessments, however, they define that unit, that they were expected by their school to teach. A faculty member will interview the participating teacher candidates, observe their teaching, and conduct a post-teaching interview following the protocol listed in the appendix 2. The use of methodological triangulation allows us to validate the study on the completers' impact on P-12 student learning and growth using multiple sources of data.</p> <p><i>Data Sources</i></p> <p><b>Pre-observation interview.</b> In the semi-structured pre-observation interview, the interviewer will ask the candidate to describe the unit plan, pre/post assessments, and explain how the lesson they chose to be observed in would support the goals of the unit. During the interview questions the candidates will be invited to name the critical knowledge and skills taught in the lesson, describe anticipated student learning outcomes, and identify the differentiated strategies implemented in the lesson. The interviewer will take detailed notes of the teacher's responses to be included in the data set.</p> <p><b>Direct classroom observation.</b> Within one week of the pre-observation interview, the interviewer will conduct a classroom observation using the observation protocol approved by Queens College EPP (Appendix 4). The observer will take detailed fieldnotes about the teaching practices as well as student behaviours and responses. The goal of the classroom observations will be to develop thick descriptions of evidence of student-learning growth, skills, and dispositions as identified in our preparation program. Observation notes will be transcribed and coded using NVivo 12 software.</p> <p><b>Post-observation interviews.</b> The interviewer who observed the teacher and students will meet again with the candidate and conduct a post-observation interview using a standard set of questions listed in the appendix 2. The notes will be coded and become part of the data set.</p> <p><b>Physical artifacts.</b> The unit plan and pre/post assessments and student-level data pertinent to the observation and interviews will be collected by the researchers and become part of the data set.</p>

Assessment	Alumni Impact Study
Who is completing the assessment/rubric?	Faculty Observer
Who/what is being assessed?	Alum
Responsibility of Instructor (If Applicable)	Not Applicable
Data Location	To Be Determined
Benchmark	The EPP would expect that its completers show positive gains in student learning through valid inferences of data and are able to reflect on impact data showing implications for future instruction.
Validity & Reliability	Content validity will be established through correlational analysis to other teaching effectiveness measures, e.g., employer survey, HEDI, and edTPA scores, all of which provide data on impact on student learning.
Data Usage	The information collected in this assessment will be used to assess the teacher preparation programs in the School of Education at Queens College. Data review and analysis may lead to programmatic changes.
Link to Assessment	<a href="https://tinyurl.com/AISDraft">https://tinyurl.com/AISDraft</a>

## Appendix C: Office of Assessment & Accreditation Forms

### OAA Data Request Form

Submit via Email to: [Sonia.Rodrigues@gc.cuny.edu](mailto:Sonia.Rodrigues@gc.cuny.edu)

First Name:

Last Name:

E-mail Address:

Department:

Program:

Purpose of Data Request: Select One:

Date Needed by:

\*Note\* - Please allow at least 2 weeks processing time for all requests. Unclear requests may delay processing times.

#### Guiding questions:

- What statistics do you need? (means, standard deviations, percentages, etc.)
- Do you need results for a specific semester or academic year? Which semesters/academic years?
- Do you need results aggregated/disaggregated by certain fields/variables?
- Do you need data for a specific department or program?

#### Please provide a detail description of the data using the guiding questions above:

\*If you want the data summarized in tables in a particular way, please attach a document with the layout of the table you expect.

#### Comments & Notes:



**School of Education**  
**Data Review and Recommendation Form**

**Reviewed By:**

- Departmental Assessment Committee
- EPP Assessment Committee
- Data Gathering Event
- P-12 Advisory Board
- Executive Steering Committee
- Program (Name of Program:     )
- Individual (Name of Individual and Title:     )

**Department:**

- Educational & Community Programs (ECP)
- Elementary & Early Childhood Education (EECE)
- Family, Nutrition & Exercise Sciences (FNES)
- Graduate School of Library & Information Studies (GLIS)
- Linguistics & Communication Disorders (LCD)
- Music (MUS)
- Secondary Education & Youth Services (SEYS)

**Data Reviewed:**

- GPA
- NExT: Entry Survey
- ProCADS
- Educating All Students Exam
- Content Specialty Test
- Practice edTPA
- NExT: Exit Survey
- NExT: Transition to Teaching Survey
- NExT: Employer Survey
- edTPA
- Alumni Impact Study
- HEDI (Teaching Effectiveness)
- Other (*Please Specify Below*)

**Analysis of Data:**

**Problems or Concerns with Data Collection or Assessment Implementation (If Any):**

**Recommendations:**

**What new questions have emerged as a result of analyzing this data?**

**What is additionally needed to address these new inquiries?**

***Date Submitted:***





**School of Education**  
**Office of Assessment & Accreditation Recommendations Summary Report**

**Data Reviewed:**

- GPA
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- Other (Please Specify Below)

**Recommendations from individual reviewing data:**

**Summary of Problems or Concerns with Data:**

**Recommendations from program reviewing data:**

**Summary of Problems or Concerns with Data:**

**Recommendations from Departmental Assessment Committees (DACs):**

**Summary of Problems or Concerns with Data Collection or Assessment Implementation (if Any) from DACs:**

**Recommendations from EPP Assessment Committee (EAC):**

**Summary of Problems or Concerns from Data Collection or Assessment Implementation from EAC (If Any):**

**Recommendations from P-12 Advisory Board (AB):**

**Summary of Problems or Concerns from Data Collection or Assessment Implementation from AB (If Any):**

**Date Submitted:**