



School of Education/EPP

**Assessment and Accreditation
Handbook
for
Initial Programs
2023-2024**

Table of Contents

<i>PART I: EPP Quality Assurance System</i>	2
Introduction.....	2
Overview of Our Quality Assurance System	2
QAS #1: Well Designed and Strategically Placed Assessments	3
QAS #2: Valid and Reliable Data	5
QAS #3: Ongoing Communication Mechanisms and Feedback Loops	6
QAS #4: Representative Data Teams Across the EPP to Analyze, Interpret and Recommend	7
QAS #5: Mechanisms for Monitoring Changes at the Programmatic and EPP level	11
<i>PART II: Program and Course Assessments</i>	13
Program Specific Data and Our Assessment Management System	13
Confidentiality	14
Anthology Portfolio Training	14
Program Review: Specialized Professional Associations (SPAs)	14
Program Review: CAEP Evidence Review of Standard One.....	15
<i>Glossary</i>	17
<i>Appendix A: Program-Specific Course-Embedded Assessment Charts</i>	19
<i>Appendix B: EPP-Wide Assessment Specifications and Instruments</i>	34
<i>Appendix C: Office of Assessment & Accreditation Forms</i>	50

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 eleven 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.

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 eleven¹ key assessments to reflect on the overall effectiveness of our programs in supporting our candidates' learning and growth. These eleven 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. 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.

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 to adequately capture candidate progress, completer 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.

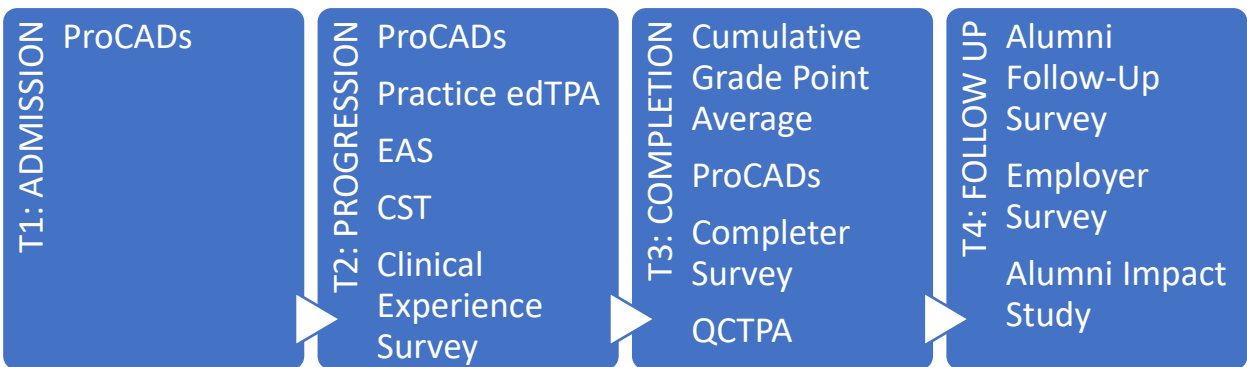
QAS #1: Well Designed and Strategically Placed Assessments

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

The eleven key assessments include:

- 1) Cumulative Grade Point Average at Completionⁱⁱ
- 2) ProCADs
- 3) Educating All Students or EAS: NYS certification exam
- 4) Content Specialty Test or CST: NYS certification exam
- 5) Practice edTPAⁱⁱⁱ
- 6) Clinical Experience Survey
- 7) QCTPA^{iv}
- 8) Completer Survey
- 9) Alumni Follow-Up Survey
- 10) Employer Survey
- 11) 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:

The EPP defined four critical points in our candidates' success as they progress through our programs and beyond. We call these points transition points and designate corresponding assessments that measure our candidates' developing competencies and progression at each point. Having these defined transition points allows the EPP to organize the data through annual data reports for analysis as they moved through our QAS.

Transition Point #1: Admission – This point captures data on candidates upon admission 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 and 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 can assess how a candidate is developing in the content and pedagogy related to the area of teaching, how their dispositions and 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 can examine the growth and impact of the program. The EPP can gauge the academic preparation, and 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 who have been teaching for a minimum of 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.

Key Assessments by CAEP Standard and Unit of Analysis						
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	
Cumulative GPA at Completion	1,3,5			√		√
ProCADS	1,3,5	√	√	√		√
Content Specialty Tests	1,5		√			√
Educating All Students	1,5		√			√
Practice edTPA	1,5		√			√
Clinical Experience Survey	2, 5		√			√

Key Assessments by CAEP Standard and Unit of Analysis						
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	
QCTPA	1,2,3,5		√	√		√
Completer Survey	1, 2, 5			√		√
Alumni Follow-Up	1,5				√	√
Employer Survey	1,5				√	√
Alumni Impact Study	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
Cumulative GPA at Completion	EPP data source				Future study: Does Cumulative GPA at completion provide a clear picture of a candidate's success in the program?
ProCADs	Proprietary	X		CVR computed: Are the existing items deemed essential?	X
Educating All Students (EAS)	Proprietary, NYS certification exam			X	
Content Specialty Tests (CST)	Proprietary, NYS certification exam			X	
Clinical Experience Survey	EPP-created	N/A	N/A		Future study: Do quality clinical experiences predict employer and completer satisfaction?
Practice edTPA	Proprietary	Local study X		X	
QCTPA	EPP-created	X	X	X	
Completer Survey	EPP-created	N/A	N/A		
Alumni Follow-Up Survey	EPP-created	N/A	N/A		
Employer Survey	EPP-created	N/A	N/A		

EPP KEY ASSESSMENTS		RELIABILITY		VALIDITY	
		Inter-Rater Agreement	Internal Consistency	Content or Construct Validity	Predictive Validity
Alumni Impact Study (AIS)	EPP-created	X	N/A		

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 are strategically analyzed not only to trigger candidate success in becoming effective educational professionals, but also program-level and EPP-level change.

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 EPP 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);

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. 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 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.

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 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 shared with OAA to facilitate communication and sharing. OAA places all committee meeting minutes in a shared OneDrive folder for EPP Assessment & Accreditation.

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 stored in a shared OneDrive folder for EPP Assessment & Accreditation.

Dean's Advisory Board for P-12 Education

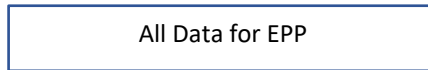
The AB is also engaged in analyzing and interpreting evidence for the purpose of assuring high-quality, mutually beneficial clinical experiences. The stakeholders of AB include faculty, field, and clinical supervisors and/or coordinators, school and community partners, and recent alumni. The AB also 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 stored in a shared OneDrive folder for EPP Assessment & Accreditation.

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 collect, analyze, and utilize valid and reliable data in the EPP's ongoing process of evaluation and continuous improvement regularly and systematically. The ESC is chaired by the Dean of the School of Education and includes campus stakeholders and faculty across both initial and advanced programs. Membership in the ESC is distinct from members on DACs, EAC and the AB to have a diverse stakeholder group from among EPP leadership to respond to the recommendations with a fresh perspective. The ESC also is responsible for monitoring EPP-wide changes and special innovations and/or initiatives. Meeting minutes are stored in a shared OneDrive folder for EPP Assessment & Accreditation.

EPP Data Flow Chart

All Data for EPP



Office of Assessment & Accreditation (OAA)



Additional Data Reports Triggered by Data Request Form



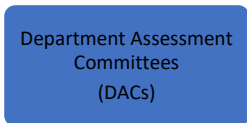
EPP-wide Data Reports



OAA Recommendation Form



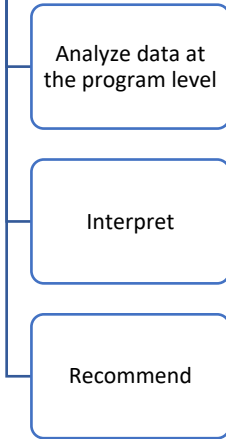
Department Assessment Committees (DACs)



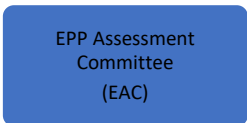
Analyze data at the program level

Interpret

Recommend



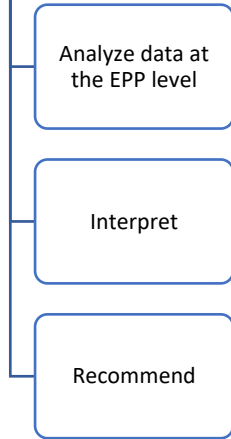
EPP Assessment Committee (EAC)



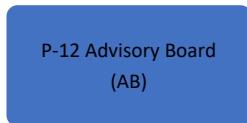
Analyze data at the EPP level

Interpret

Recommend



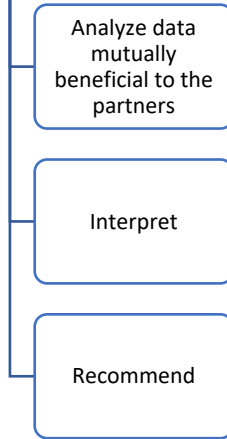
P-12 Advisory Board (AB)



Analyze data mutually beneficial to the partners

Interpret

Recommend



Executive Steering Committee (ESC)

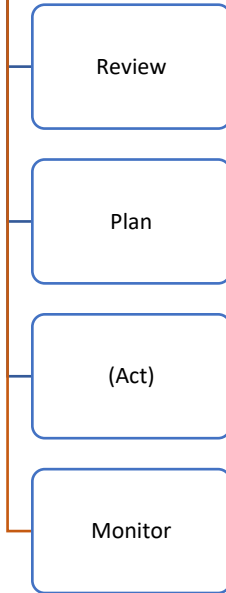


Review

Plan

(Act)

Monitor



Data Review and Recommendation Forms



Stakeholder Engagement

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 include candidates, alumni, faculty, and school and community partners;
- Triangulation of data from multiple perspectives; 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	College/EPP Leadership	P-12 School and Community Partners	School and Community Agency Employers
DAC/EAC			X	X		
Dean’s Advisory Board for P-12 Education		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				
<i>COMMITTEE</i>	<i>September</i>	<i>October</i>	<i>November</i>	<i>December</i>
DAC		X		X
EAC	X	X	X	X
P-12 AB			X	
ESC		X		X

SPRING				
COMMITTEE	February	March	April	May
DAC		X		X
EAC	X	X	X	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 11 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 Dean’s 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 with specific data-focused questions (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
Cumulative GPA at Completion	T3: Candidates completing the program	T3: Overall GPA average (admitted vs completed) disaggregated by gender and ethnicity*	T3: Overall GPA average (admitted vs completed) disaggregated by gender and ethnicity*	
ProCADs	T1: Candidate self-assessment T2: Candidate and instructor T3: Candidate, instructor, and cooperating teacher	T1: Individual candidate data by program*	T1-T3: Longitudinal tracking to examine predictive strength and candidate growth	

Key Assessment	Data Collected From	Committee Reported To		
		DAC	EAC	AB
		T2: Comparative data by assessor (inter-rater) * T3: Comparative data by assessor (inter-rater) *		
EAS	T2: Pearson scores	T2: Individual candidate data by program T2: Cross-program averages	T2: Cross-program averages	
CST	T2: Pearson scores	T2: Individual candidate data by program* T2: Cross-program averages	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
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	
QCTPA	T3: Faculty assessment prior to completion of student teaching T3: Candidate complete prior to program completion	T3: EPP Pass Rates Overall and by Program	T3: EPP Pass Rates Overall and by Program	
Completer Survey	T3: Candidate complete at program completion (last course in program)	T3: Cross-program averages	T3: EPP scores on all items	T3: EPP scores on field-related items
Alumni Follow-Up 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
Alumni Impact Study	T4: Two years after graduation		T4: EPP scores on all items	T4: EPP scores on all items

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

PART II: Program and Course Assessments

Part II explains program specific assessments and their roles 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 relates to 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.

Anthology Portfolio^v is a web-based e-portfolio system required for all candidates in initial teacher education programs at Queens College. Anthology Portfolio 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 Anthology Portfolio to share their reflection on assessments and benchmark performance tasks required throughout their academic and working careers. For program assessment, Anthology Portfolio 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.

Anthology Portfolio is used for the following common assessments:

ProCADS at T2 & T3^{vi}

Clinical Experience Survey Form A, B, C

QCTPA

EPP Completer Survey

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 an Anthology Portfolio subscription, they will be able to create their Anthology Portfolio 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 Anthology Portfolio. They will be able to view the assignment, access rubrics and submit work to course instructors each semester.

In addition, Anthology Portfolio 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. Anthology Portfolio allows programs to document the candidates' performance on course assignments aligned to standards. These assignments are identified in course syllabi.

Confidentiality

Candidates provide Anthology Portfolio 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 Anthology Portfolio ID's and passwords within our institution or stakeholders granted trusted external access for our institution 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 Anthology Portfolio 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.

Anthology Portfolio Training

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

<https://tinyurl.com/FacWebVid>

If you need further assistance, please reach out to us via email at AnthologyQCSupport@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 Anthology Portfolio. 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 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.^{vii}

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 or who have elected not to continue with their SPAs 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.

Brief Summary of Changes to the Quality Assurance System

Since the implementation of the Quality Assurance System, the EPP continues to refine the system. For the 2023-2024 academic year, the following changes will be integrated into the QAS.

- The EPP agreed to use the candidates' cumulative grade point average at T3 (program completion) as a measure of candidates' progress and success in initial certification programs across the EPP. This will ensure program quality and candidate success at completion. Cumulative GPA data will be reviewed annual to ensure programs are meeting the required 3.0 GPA. Programs will need to address average program GPA below 3.0 should the minimum not be met.
- The EPP formed the Equity and Advocacy Council as an advisory body to the Executive Steering Committee and the Dean of the School of Education. The Equity and Advocacy Council is charged with (1) defining DEI as they relate to the 3E's; (2) considering how this definition should be integrated throughout the EPP's common assessments; and (3) creating research-based guiding principles to curriculum and assessment development. This purpose aligns with CAEP Standard 1: Content and Pedagogical Knowledge. The Equity and Advocacy Council will be an important tool in providing recommendations for improving candidates' knowledge of how to support diverse learners.^{viii ix}
- The EPP is implementing the Queens College Teacher Portfolio Assessment (QCTPA) in Anthology Portfolio beginning in the Fall 2023 with program completers. The EPP is working with programs to backwards plan and build assessments that will provide multiple measures across time within programs to measure candidates' knowledge and skills related to planning, teaching, assessing, and reflecting on their teaching practice. New assessments will be implemented in the Spring 2024.

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
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) ¹	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) ²			SEYS 370.2 / SEYS 570.2 / SEYS 370.4 / SEYS 570.4 / SEYS 577 / SEYS 578 / SEYS 579
QCTPA			SEYS 370.4 / SEYS 570.4 / SEYS 577

¹ 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.

² Forms B and C should be administered at the end of each student teaching placement.

Adolescent Math Education, Grades 7-12 (Undergrad, Post Bacc & MAT)			
Key Assessment	T1: Admission FOUNDATIONS	T2: Professional METHODS	T3: Clinical STUDENT TEACHING
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) ³	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) ⁴			SEYS 371.2 / SEYS 571.2 SEYS 371.4 / SEYS 571.4
QCTPA			SEYS 371.4 / SEYS 571.4

³ 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.

⁴ Forms B and C should be administered at the end of each student teaching placement.

Adolescent Science Education, Grades 7-12 (Undergrad, Post Bacc & MAT)			
Key Assessment	T1: Admission FOUNDATIONS	T2: Professional METHODS	T3: Clinical STUDENT TEACHING
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) ⁵	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) ⁶			SEYS 372.2 / SEYS 572.2 / SEYS 372.4 / SEYS 572.4 / SEYS 577 / SEYS 578 / SEYS 579
QCTPA			SEYS 372.4 / SEYS 572.4 / SEYS 577

⁵ 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.

⁶ Forms B and C should be administered at the end of each student teaching placement.

Adolescent Social Studies Education, Grades 7-12 (Undergrad & Post Bacc)			
Key Assessment	T1: Admission FOUNDATIONS	T2: Professional METHODS	T3: Clinical STUDENT TEACHING
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) ⁷	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) ⁸			SEYS 373.2 / SEYS 573.2 / SEYS 373.4 / SEYS 573.4
QCTPA			SEYS 373.4 / SEYS 573.4

⁷ 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.

⁸ Forms B and C should be administered at the end of each student teaching placement.

Adolescent Special Education, Grades 7-12 (MAT)			
Key Assessment	T1: Admission FOUNDATIONS	T2: Professional METHODS	T3: Clinical STUDENT TEACHING
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) ⁹	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) ¹⁰			ECPSE 579 (Clinical Residency III)
QCTPA			ECPSE 579 (Clinical Residency III)

⁹ 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.

¹⁰ Forms B and C should be administered at the end of each student teaching placement.

Adolescent World Languages Education, Grades 7-12 (Undergrad, Post Bacc & MAT)			
Key Assessment	T1: Admission FOUNDATIONS	T2: Professional METHODS	T3: Clinical STUDENT TEACHING
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) ¹¹	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) ¹²			SEYS 374.2 / SEYS 574.2 SEYS 374.4 / SEYS 574.4
QCTPA			SEYS 374.4 / SEYS 574.4

¹¹ 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.

¹² Forms B and C should be administered at the end of each student teaching placement.

Art Education (Undergrad, Post Bacc & MAT)			
Key Assessment	T1: Admission FOUNDATIONS	T2: Professional METHODS	T3: Clinical STUDENT TEACHING
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) ¹³	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) ¹⁴			SEYS 375 / SEYS 375 SEYS 376 / SEYS 576
QCTPA			SEYS 376 / SEYS 576

¹³ 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.

¹⁴ Forms B and C should be administered at the end of each student teaching placement.

Childhood Education, Grades 1-6 (Undergraduate)			
Key Assessment	T1: Admission FOUNDATIONS	T2: Professional METHODS	T3: Clinical STUDENT TEACHING
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) ¹⁵	EECE 220 (5 hours) EECE 311, 341 (15 hours each) ECPSE 350 (15 hours)		
Clinical Experience Survey: Forms B and C (Student Teaching) ¹⁶			EECE 360 / EECE 361
QCTPA			EECE 361

¹⁵ 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.

¹⁶ Forms B and C should be administered at the end of each student teaching placement.

Childhood Education, Grades 1-6 (MAT)			
Key Assessment	T1: Admission FOUNDATIONS	T2: Professional METHODS	T3: Clinical STUDENT TEACHING
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) ¹⁷	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) ¹⁸			EECE 566
QCTPA			EECE 566

¹⁷ 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.

¹⁸ 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
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) ¹⁹	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) ²⁰			EECE 565.3
QCTPA			EECE 565.3

¹⁹ 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.

²⁰ 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
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) ²¹	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) ²²			FNES 339 / FNES 574
QCTPA			FNES 339 / FNES 574

²¹ 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.

²² Forms B and C should be administered at the end of each student teaching placement.

Music Education, All Grades (UG & Post Bacc)			
Key Assessment	T1: Admission FOUNDATIONS	T2: Professional METHODS	T3: Clinical STUDENT TEACHING
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) ²³	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) ²⁴			MUS 369 / MUS 644 (2 placements)
QCTPA			MUS 369 / MUS 644

²³ Form A is administered in every course that requires Fieldwork prior to student teaching on a rotating basis. For this form please make sure to include every course at T1 and T2 that requires Fieldwork.

²⁴ Forms B and C should be administered at the end of each student teaching placement.

Physical Education, All Grades (Undergrad & Post Bacc)			
Key Assessment	T1: Admission FOUNDATIONS	T2: Professional METHODS	T3: Clinical STUDENT TEACHING
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) ²⁵	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) ²⁶			FNES 379 / FNES 573
QCTPA			FNES 379 / FNES 573

²⁵ 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.

²⁶ Forms B and C should be administered at the end of each student teaching placement.

Special Education / Childhood Education Dual Certification (MAT) Program			
Key Assessment	T1: Admission FOUNDATIONS	T2: Professional METHODS	T3: Clinical STUDENT TEACHING
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) ²⁷	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) ²⁸			EECE 565 ECPSE 725
QCTPA			EECE 565

²⁷ Form A is administered in every course that requires Fieldwork prior to student teaching on a rotating basis. For this form please make sure to include every course at T1 and T2 that requires Fieldwork.

²⁸ 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
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) ²⁹	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) ³⁰			LCD 341 / LCD 342 / SEYS 577 / SEYS 578 / LCD 794 / LCD 795 / SEYS 579
QCTPA			LCD 342 / LCD 795

²⁹ Form A is administered in every course that requires Fieldwork prior to student teaching on a rotating basis. For this form please make sure to include every course at T1 and T2 that requires Fieldwork.

³⁰ 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	Cumulative Grade Point Average (GPA) at Completion
Overview of Assessment	GPA data are housed in the CUNYfirst system. Overall GPA is used to assess a candidate's performance in their academic studies. The cumulative GPA at completion includes the candidate's performance on all coursework required by the college and their major.
Transition Point	T3 (Program Completion)
Details of Assessment Administration	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 for the candidate to be approved for program completion and recommended for certification.
Who is completing the assessment/rubric?	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) CUNYfirst (Graduate Programs)
Benchmark	The exit GPA requirement for all initial programs is 3.0.
Validity and Reliability	Based on data review and recommendations from the EPP Assessment Committee (EAC), the EPP resolved to use the cumulative GPA at program completion as a measure of candidate success and readiness for graduation and transition into the teaching profession. Based on 3.0 GPA requirement, candidates must meet this 3.0 GPA requirement to graduate and be recommended for initial certification.
Data Usage	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.
Link to Assessment	Not Applicable

Assessment Specifications & Instructions

Assessment	Professional Competencies, Attitudes and Dispositions (ProCADS) Assessment
Overview of Assessment	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.
Transition Point	T1 (Program Admissions) T2 (Candidate Progression) T3 (Program Completion)
Details of Assessment Administration	(T1): ProCADS is available to candidates through Survey Monkey. (T2): ProCADS is available to candidates on Anthology Portfolio via their program portfolio. Once a candidate creates their program portfolio, all courses that include a submission on Anthology Portfolio 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. (T3): ProCADS is available in the Experiential Learning on Anthology Portfolio (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 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

Assessment	Professional Competencies, Attitudes and Dispositions (ProCADS) Assessment
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 Anthology Portfolio. 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 Anthology Portfolio. Cooperating Teachers should be sure to complete the assessment by the assessment deadline provided by the Field Placement Office.</p>
Data Location	SurveyMonkey (T1) & Anthology Portfolio (T2 &T3)
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	https://tinyurl.com/EPPProCADS

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"> 1. the ability to effectively educate diverse student populations; 2. the ability to effectively educate English language learners; 3. the ability to effectively educate students with disabilities and other special learning needs; 4. the pedagogical and professional knowledge and skills in relation to teacher responsibilities; 5. the pedagogical and professional knowledge and skills in relation to school-home relationships. <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	Anthology Portfolio & Pearson's Results Analyzer
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	http://www.nystce.nesinc.com/TestView.aspx?f=HTML_FRAG/NY201_TestPage.html

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"> • understands and applies current education research on how students learn; • demonstrates mastery of the content and concepts, is a skilled problem solver, and demonstrates strong skills; • 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; • has a broad understanding of the disciplinary core ideas and the crosscutting concepts between disciplines. • understands practices and applies concepts, principles, and theories; • can communicate information from a variety of source types; • knows, demonstrates, and implements policies and procedures to ensure safety and ethical practices;
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	Anthology Portfolio & Pearson's Results Analyzer
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	http://www.nystce.nesinc.com/PageView.aspx?f=GEN_Tests.html

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 Anthology Portfolio via their program portfolio. Once a candidate creates their program portfolio, all courses that include a submission on Anthology Portfolio 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 Anthology Portfolio via their program portfolio. Once a candidate creates their program portfolio, all courses that include a submission on Anthology Portfolio 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 Anthology Portfolio (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 & 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 & Accreditation</p> <p>T3 (Program Completion) – Form B and C Clinical Supervisor should remind candidate to complete the Clinical Experience Survey - Form B on Anthology Portfolio 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 Anthology Portfolio. Clinical Supervisors should be sure to complete the assessment by the assessment deadline provided by the Field Placement Office.</p>
Data Location	Anthology Portfolio
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	https://tinyurl.com/ClinExpSur2020

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	Anthology Portfolio
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). 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	https://tinyurl.com/SamPracedTPA

Assessment Specifications & Instructions

Assessment	Queens College Teacher Portfolio Assessment (QCTPA)
Overview of Assessment	<p>The QCTPA provides a multi-measure approach to measure candidates’ readiness to teach in Pre-K to 12th-grade classrooms through the assessment of knowledge, skills, and dispositions, with a focus on student learning. To align with the School of Education’s conceptual framework of Equity, Excellence, and Ethics (3Es) and its mission to provide a progressive education for the next generation of educators, the Portfolio aligns with the principles of culturally responsive pedagogy and assessment as outlined by the NYS Culturally Responsive-Sustaining Education Framework.</p> <p>The Portfolio includes five sections:</p> <ul style="list-style-type: none"> • Part 1: Planning the Lesson: This section measures the candidate’s ability to write a lesson plan that is part of a specific unit or mini-unit. Candidates will write two reflective commentaries that describe their pedagogical choices in the lesson plan. • Part II: Teaching the Lesson: This section measures the effectiveness of the candidates in teaching the lesson plan developed in Part I. • Part III: Assessing Student Learning: This section measures candidates’ impact on student learning and their ability to create and implement effective formative assessments that advocate for what students know and how that knowledge can inform future instruction. Candidates will assess 3 student work samples from the same lesson plan developed in Part 1 and taught in Part II. Candidates will complete three reflective commentaries on assessing the student work samples and the next steps in instruction. • Part IV: Dispositions: Candidates will complete ProCADS, which 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. • PART V: Reflective Practice: Candidates will engage in reflective practice and how reflective practice can inform professional learning to improve one’s habits of mind and educational practices. Candidates will be asked to engage in collaborative inquiry with colleagues and mentors in professional learning communities to explore problems of practice for further exploration. Candidates will produce artifacts as designated by their instructor, which may include professional learning projects, reteaching lesson in their seminar class for peer-feedback or participating in pedagogical or curriculum-based inquire groups. <p>The sections are the minimum requirements for the Portfolio. The School of Education as an EPP will only use the required areas for accreditation review and candidate recommendation for program completion and NYS certification. Acknowledging that individual initial programs are unique and diverse, programs may include additional areas as determined by the programs. These additional areas will be used to assess candidate knowledge, skills, and dispositions, and for program improvement.</p>

Assessment	Queens College Teacher Portfolio Assessment (QCTPA)
Transition Point	T3 (Program Completion)
Details of Assessment Administration	The QCTPA will be available to candidates on Anthology Portfolio via their program portfolio. Once a candidate creates their program portfolio, all courses that include a submission on Anthology Portfolio for assessment will be listed. Along with other assignments/requirements, candidates will see a folder labeled "QCTPA." If the candidate clicks on the folder, the folder will expand to show instructions on how to create the QCTPA. When the candidates adds the QCTPA, they will be taken into the portfolio and have access to all five parts of the portfolio for completion and submission.
Who is completing the assessment/rubric?	Instructor (T3)
Who is being assessed?	Candidate (T3)
Responsibility of Instructor (If Applicable)	Instructors will assess the QCTPA Part I, II, III, and V. Part IV is a candidate's self-assessment that is submitted to the Office of Assessment & Accreditation.
Data Location	Anthology Portfolio
Benchmark	Scores at a Level 1 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	EPP piloted the QCTPA in Spring 2023. Validity and reliability studies were conducted in the Summer 2023. Full implementation of the QCTPA occurred in Fall 2023.
Data Usage	These data will allow the EPP to see if teacher education candidates are acquiring the knowledge, skills, and dispositions to successfully plan, implement and assess their teaching.
Link to Assessment	https://tinyurl.com/QCTPAHB

Assessment Specifications & Instructions

Assessment	Completer Survey
Overview of Assessment	Completed in the last course of a program when applying for College Recommendation, the Completer 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 Completer Survey will be available to candidates on Anthology Portfolio via their program portfolio. Once a candidate creates their program portfolio, all courses that include a submission on Anthology Portfolio for assessment will be listed. Along with other assignments/requirements, candidates will see a folder labeled “Teacher Certification.” If the candidate clicks on the folder, the folder will expand to show subfolders. When the candidates click on Completer Survey, they will be taken into the page to access the survey. Once the survey is completed, workshop completion evidence uploaded, and the College Recommendation Request form is completed, the candidate can submit the entire packet to the Teacher Certification Office. The Teacher Certification Office will follow-up with candidates to let them know if they are missing anything or are required to resubmit.
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	Anthology Portfolio
Benchmark	Low ratings in any area may lead to programmatic modifications.
Validity & Reliability	EPP piloted survey in Spring 2022. Responses will be reviewed and shared with EPP.
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	<p>Teacher Education Completer Survey – Initial Programs https://tinyurl.com/bd4b6b8h</p> <p>Teacher Education Completer Survey – Advanced Programs https://tinyurl.com/mr2ay7rm</p> <p>Completer Survey – Special Education Advanced https://tinyurl.com/ytjmyhxr</p> <p>Completer Survey – School Psychology https://tinyurl.com/4s6ywm5c</p>

Assessment Specifications & Instructions

Assessment	Alumni Follow-Up Survey
Overview of Assessment	Completed by EPP alumni at the end of their first full year of teaching, the Alumni Follow-Up Survey provides information regarding completers' employment status 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 similar to the Completer 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 Alumni Follow-Up 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	EPP piloted survey in Summer 2022. Responses will be reviewed and shared with EPP.
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	Alumni Follow-Up Survey – Initial Programs https://tinyurl.com/3rup456r Alumni Follow-Up Survey – Advanced Programs https://tinyurl.com/4s5jye87

Assessment Specifications & Instructions

Assessment	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 Alumni Follow-Up Survey to facilitate comparisons between the perspectives of novice teachers and their supervisors.
Transition Point	T4 (Follow-Up)
Details of Assessment Administration	The Employer Survey will be made available to employers of alumni. Employers' names will be gathered through the Alumni Follow-Up 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	EPP piloted survey in Fall 2022. Responses will be reviewed and shared with EPP.
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	https://tinyurl.com/EPPEmploySurv

Assessment Specifications & Instructions

Assessment	Alumni Impact Study
Overview of Assessment	<p>The Alumni Impact Study (AIS)^x is a research plan that draws on multiple data sources designed to examine the impact that our completers have on student learning. The QC EPP defines <i>impact</i> as a process by which completers engage in reflective and data-informed decision-making to improve their instruction and student interactions that lead to student growth in both cognitive (e.g., academic) and non-cognitive (e.g., social, emotional, and physical) domains (R1.1). The measurement of impact in academic domains is grounded in New York State and national content-specific standards. In line with the mission and conceptual framework that centers on Equity, Excellent, and Ethics, the EPP is also concerned with the impact completers have on diversity, equity, and inclusion in student learning and growth (R1.1).</p> <p>The EPP will pilot the AIS in the fall of 2022 and expand the study in spring 2023 based on initial findings from the pilot study.</p> <p>The AIS will answer the question: What impact do our completers have on student learning growth?</p> <p>Sub-questions include:</p> <ul style="list-style-type: none"> • How do our completers define impact on student learning? [i.e., is their definition in line with our definition?] • What types of teacher-developed or standardized assessments do our completers use to determine whether they have supported learning growth? • What data do our completers have available for analysis? • How do our completers modify instruction to meet student needs?
Transition Point	T4 (Follow-Up)
Details of Assessment Administration	<p>The Alumni Impact Study will take a nested case study approach. Within this approach, cases are nested within other cases. In other words, while each participating alumni is viewed as a case, the total cases come together to form a larger case composed of all participating alumni. This approach allows for both within- and cross-case analyses to answer the study question and sub-questions.</p> <p>Participant Selection</p> <p>Participants for this study will be selected based on two criteria. First, participating alumni must have completed their initial certification program two years prior. Therefore, participants will be in their third year of teaching. Second, the participating alumni must be teaching in a public school in New York State.</p> <p>The EPP will recruit participants from our list of all 2019-2020 EPP completers who applied and became certified by NYS. For this pilot study, we aim to recruit 5 alumni who meet the inclusion criteria and who completed their programs in the 2019-2020 academic year. In addition to the inclusion criteria, the EPP will attempt to recruit</p>

Assessment	Alumni Impact Study
	<p>participants who are teaching across different P-12 teaching certification areas and in locations across New York.</p> <p>Data Collection The EPP will collect interview data and assessment artifacts to answer the study questions.</p> <p>Alumni Impact Interviews^{xi}. Participants will be interviewed with a semi-structured interview that will focus on their impact on student learning. The Alumni Impact Interviews (see Appendix A) focus on three areas: (1) defining student learning, (2) assessment in one instructional unit, and (3) data analysis and use. Each interview should take approximately 20-30 minutes and will be conducted over Zoom. The interviews will be recorded with the Zoom transcription features.</p> <p>Instructional Artifacts. Participants will be asked to consider one unit that they recently taught and provide 1-3 teaching artifacts from that unit. Participants will be asked to send pictures or scan of the artifacts prior to the interview.</p> <p>Assessment and Assessment Data. Participants will be asked to share at least one assessment from that unit. Participants will be asked to share de-identified examples of student work on the assessment. Participants will be asked to send pictures or scans of the assessment artifacts prior to the interview.</p> <p>Data Analysis The data will be entered into a qualitative software program like NVivo. Table 1 provides a summary of the study questions and corresponding data and data analyses.</p> <p>Alumni Impact Interviews. The interviews will be analyzed through in-vivo and a-priori content coding. A-priori codes will be taken from the New York State Culturally Responsive-Sustaining (NYS CR-S) Frameworks.</p> <p>Instructional Artifacts. The instructional artifacts will be analyzed through the lens of NYS CR-S Frameworks. They will be coded in relation to the interview data using the Frameworks.</p> <p>Assessment and Assessment Data. The assessments and data will be analyzed with a rubric created by the University of Vermont. The rubric, which is based on the Stanford Center for Opportunity Policy in Education’s Criteria for High Quality Assessment (2013), has three sections: (1) assessment quality, (2) potential of the assessment to evaluate impact on student learning, and (3) demonstration of student growth.</p>
Who is completing the assessment/rubric?	Faculty Observer
Who/what is being assessed?	Alum
Responsibility of Instructor (If Applicable)	Not Applicable

Assessment	Alumni Impact Study
Data Location	To Be Determined
Benchmark	To Be Determined
Validity & Reliability	Inter-rater reliability on scoring
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	Coming Soon

Appendix C: Office of Assessment & Accreditation Forms

OAA Data Request Form

Submit via Email to: Sonia.Rodrigues@qc.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
- 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 (GSLIS)
- Linguistics & Communication Disorders (LCD)
- Music (MUS)
- Secondary Education & Youth Services (SEYS)

Data Reviewed:

- GPA
- ProCADs
- Educating All Students Exam
- Content Specialty Test
- Clinical Experience Survey
- Practice edTPA
- EPP Completer Survey
- EPP Alumni Follow-Up Survey
- EPP Employer Survey
- Alumni Impact Study
- 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
- ProCADS
- Content Specialty Test
- Educating All Students Exam
- Clinical Experience Survey
- Practice edTPA
- EPP Completer Survey
- EPP Alumni Follow-Up Survey
- EPP Employer Survey
- Alumni Impact Study
- 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:

End Notes

ⁱ As of Fall 2022, the EPP will no longer be using the following assessment to assess candidate and program quality as part of our continuous improvement process.

- 1) The edTPA will no longer be a certification requirement as of April 27, 2022. Please see the announcement on the [Office of Teaching Initiative Website](#) for information about this certification change.
- 2) The EPP voted to discontinue use of the NExT Common Metrics Suite of Surveys that included the NExT: Entry Survey, NExT: Completer Survey, NExT: Transition to Teaching Survey, and NExT: Employer Survey. See minutes from [EPP Assessment Committee Meeting on May 11, 2021](#) and [Executive Steering Committee Meeting on May 18, 2021](#). The NExT Common Metrics Suite of Surveys will be replaced with the EPP developed Completer Survey, the Alumni Follow-Up Survey, and the Employer Survey.
- 3) The EPP reviewed and approved use of the EPP developed Completer Survey at the [EPP Assessment Committee Meeting on February 23, 2022](#) and the [Executive Steering Committee Meeting on May 18, 2022](#).
- 4) The EPP reviewed and approved use of the EPP developed Alumni Follow-Up Survey and Employer Survey at the [Executive Steering Committee Meeting on May 18, 2022](#).

ⁱⁱ As of the Fall 2022, the EPP voted ([EPP Assessment Committee Meeting on October 25, 2023](#)) to use the cumulative grade point average at T3 (Completion) as a measure of candidates' knowledge, skills, and dispositions and readiness to graduate, be recommended for initial certification, and transition into the teaching profession. The EPP felt that the cumulative GPA at completion was the best measure of candidate success and provided programs with a clear measure across the EPP for program improvement based on data review.

ⁱⁱⁱ The EPP developed an EPP-wide Teacher Performance Assessment that will replace the Practice edTPA. For now, the EPP will continue to use Task 1 of the Practice edTPA for all initial programs ([EPP Assessment Committee Meeting Minutes on February 16, 2023](#); [EPP Assessment Committee Meeting Minutes on April 20, 2023](#); [EPP Assessment Committee Meeting on May 10, 2023](#); [EPP Assessment Committee Meeting Minutes on September 19, 2023](#); [Executive Steering Committee Meeting on May 16, 2023](#)).

^{iv} The EPP developed an EPP-wide Teacher Performance Assessment (the Queens College Teacher Portfolio Assessment – QCTPA) that is being implemented in Fall 2023 with program completers. The EPP is working to build out the QCTPA to address multiple measures of candidates' knowledge and skills across the programs for program improvement and accreditation requirements. A backwards planning document is in development to assist programs in building curriculum around the QCTPA requirements across programs ([EPP Assessment Committee Meeting Minutes on February 16, 2023](#); [EPP Assessment Committee Meeting Minutes on April 20, 2023](#); [EPP Assessment Committee Meeting on May 10, 2023](#); [EPP Assessment Committee Meeting Minutes on September 19, 2023](#); [Executive Steering Committee Meeting on May 16, 2023](#)).

^v The EPP uses Anthology Portfolio to capture data. Anthology Portfolio used to be known as Chalk and Wire. As of Fall 2021, the system name has changed but the functionality remains the same.

^{vi} As of the Spring 2023 semester, ProCADS at Transition Point 1 (T1) is completed via SurveyMonkey to allow entering candidates to have access to the survey immediately upon entry into an Education Program. This change was approved at the [EPP Assessment Committee Meeting on September 15, 2022](#).

^{vii} As of Fall 2021, the following programs opted to continue to submit SPA reports: Adolescent English Education, Grades 7-12; Special Education (All Programs), Educational Leadership (All Programs); School Psychology (MSED). The rest of the EPP programs will report under CAEP Standard 1 program review.

^{viii} The EPP Assessment Committee approved the development of the EPP Advocacy and Equity Committee during its [meeting on September 15, 2022](#).

^{ix} The 2020-2021 Executive Summary is available in the shared drive at the link provided: [2020-2021 Executive Summary](#).

^x The outline of this study was based on and adapted from the alumni study conducted by the University of Vermont to address Standard 4.1-Impact on P-12 Student Learning and Development.

^{xi} Adopted from University of Vermont: Standard 4.1 Impact on P-12 Student Learning and Development