EPP Assessment and Accreditation Handbook

2025-2026

Version: 1/8/2026 12:30:00 PM

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PART I: EPP Quality Assurance System

Introduction

Part I of this handbook provides an overview of our current Quality Assurance System (QAS). This handbook describes the aspects of the EPP's QAS, including the EPP's key assessments, the reporting and feedback mechanisms for data review and recommendations, and data and review teams. Part II outlines how program data are collected and used for continuous improvement and reporting.

To ensure that we prepare teachers and education professionals who embody our Core Values of Equity, Excellence, and Ethics, the Educator Preparation Provider (EPP) utilizes key assessments for programs leading to initial and advanced certification. These assessments reflect the overall effectiveness of our programs in supporting candidates' learning and growth. Through the QAS, the EPP monitors candidates' progress toward becoming effective educators with the knowledge, skills, and dispositions necessary to positively impact P-12 student learning. Additionally, the key assessments were strategically selected and integrated into the curriculum to provide data for ongoing review and reflection. This iterative process supports continuous improvement within our education programs and the EPP. Our QAS functions effectively only if it can deliver actionable data and analyses to support continuous improvement. Your input is always welcome, and you may email SchoolofEdSuggestions@qc.cuny.edu.

Overview of Our Quality Assurance System

The EPP developed the Quality Assurance System (QAS) in collaboration with multiple stakeholders. The QAS aims to provide a comprehensive assessment model to support strategic analysis and continuous improvement recommendations. Decision-making should be based on data and validated across measures, transition points, and stakeholder perspectives. Assessments must be strategically placed throughout programs and at key transition points to effectively monitor candidate progress, achievement of completers, and operational efficiency in a timely and efficient manner.

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 key assessments that together create a comprehensive evaluation system drawn from various sources and perspectives. This system includes candidate progress, completer achievement, and operational effectiveness. While education programs leading to initial and advanced certifications share some core assessments, each program also has specific key assessments to measure candidate knowledge, skills, and dispositions. The table below outlines these key assessments for programs leading to initial and advanced certification.

Key Assessments	
Programs Leading to Initial Certification	***Programs Leading to Advanced Certification***
ProCADS	Grade Point Average at Admissions
Clinical Experience Survey	Program Assessments of Knowledge, Skills, and Dispositions at T1 & T2
Practice QCTPA Components (Plan, Teach, Assess, Reflect)[i]	
Educating All Students (EAS): NYS Certification Exam	
Content Specialty Test (CST): NYS Certification Exam[ii]	
Queens College Teacher Portfolio Assessment (QCTPA)[iii]	Advanced Programs Capstone Assessment at T3[iv]
Cumulative Grade Point Average at Completion[v]	
Completer Survey	
Alumni Follow-Up Survey	
Employer Survey	
Alumni Impact Study	

Definition of Transition Points:
The EPP identified four critical transition points in our candidates' success as they advance through our programs and beyond. We assign assessments to these points to evaluate our candidates' developing skills and progress at each stage. Having these clearly defined transition points enables the EPP to organize the data into annual reports for analysis as they move through our QAS.

Transition Point #1: Admission – This point collects data on candidates when they are admitted to one of our education programs. Data at this stage helps the EPP to evaluate prior academic preparation, measure interest and influential factors, and see how candidates view their dispositions and skills before any impact from our education programs. It serves as a baseline to track growth over time.

Transition Point #2: Progression – This point gathers data on candidates as they advance through their educator preparation program. At this stage, the EPP can evaluate how a candidate is developing in the content and pedagogy related to their teaching area or specialization, how their dispositions and

competencies evolve as they progress in the program, and the extent of their experiences with courses and fieldwork requirements.

Transition Point #3: Completion – This point gathers data on candidates at program completion. The EPP can assess the candidates' growth and impact through various evaluations. It also measures candidates' academic preparation and their satisfaction with it, as well as how their dispositions and competencies have been influenced. Additionally, the EPP reviews the depth and scope of the candidates' clinical experiences.

Transition Point #4: Follow-Up – This point gathers alumni and employer satisfaction data regarding the EPP's preparation. It tracks data on alumni who have been teaching for at least one year after completing the program. Assessments provide information on satisfaction and the relevance of the program's preparation. Additionally, the EPP collaborates with alumni to measure their impact on the P-12 student learning community. Employers of alumni are also surveyed to gather their perceptions of alumni's preparation***.***

It is essential to understand that the full complement of our key assessments is strategically placed and selected to meet various goals. The table below illustrates how the assessment "system" captures data over time with different CAEP standards. Appendix A shows how the EPP key assessments align with designated program courses.

Key Assessments by CAEP Standard and Unit of Analysis						
		UNIT OF ANALYSIS				
EPP KEY Assessments	CAEP Standard	Candidate Progress		Completer Achievement		Operational Effectiveness
		Transition 1: Admission to an EPP Program	Transition 2: Candidate Progression	Transition 3: Program Completion	Transition 4: Post-Graduation Follow-Up	
Grade Point Average at Admissions for Advanced Programs	1,3,5	√				√
ProCADS	1,3,5	√	√	√		√
Clinical Experience Survey	2, 5		√			√
Practice QCTPA Components (Plan, Teach, Assess, Reflect)	1,3,5	√	√			√
Educating All Students	1,5		√			√
Content Specialty Tests	1,5		√			√
QCTPA	1,2,3,5	√	√	√		√
Advanced Program Assessments of Knowledge, Skills, and Dispositions at T1 & T2	1,2,3,5	√	√	√		√
Advanced Programs Capstone Assessment	1,2,3,5			√		√
Cumulative GPA at Completion	1,3,5			√		√
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

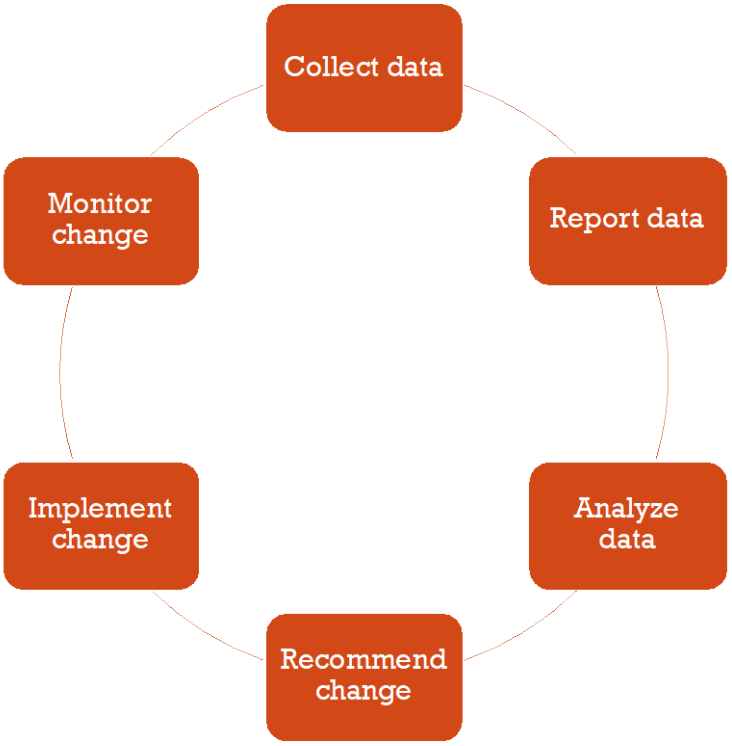
The EPP employs a set of reliable and valid assessments, including both EPP-developed and proprietary assessments. The table below details the technical specifications of the current EPP Key Assessments. Appendix B offers more comprehensive information, including links to the assessments.

Administered at critical stages in a candidate's progression through an EPP program, data are strategically analyzed to assess candidate readiness to become effective educational professionals and to monitor changes at both the program and EPP levels.

EPP KEY ASSESSMENTS		RELIABILITY		VALIDITY
		Inter-Rater Agreement	Internal Consistency	Content or Construct Validity
Grade Point Average at Admissions for Advanced Programs	EPP Data Source	Planned for Future Work	Planned for Future Work	Planned for Future Work
ProCADS	Proprietary	X		X
Clinical Experience Survey	EPP-created	N/A	N/A	N/A
Practice QCTPA Components	EPP-created	X		X
Educating All Students (EAS)	Proprietary, NYS certification exam	X	X	X
Content Specialty Tests (CST)	Proprietary, NYS certification exam			X
QCTPA	EPP-created	X		X
Advanced Program Assessments at T1 & T2	EPP-created	Planned for Future Work	Planned for Future Work	Planned for Future Work
Advanced Program Capstone Assessment at T3	EPP-created	Planned for Future Work	Planned for Future Work	Planned for Future Work
Cumulative GPA at Completion	EPP data source	N/A	N/A	N/A
Completer Survey	EPP-created	N/A	N/A	N/A
Alumni Follow-Up Survey	EPP-created	N/A	N/A	N/A
Employer Survey	EPP-created	N/A	N/A	N/A
Alumni Impact Study (AIS)	EPP-created	X	N/A	X

QAS #3: Ongoing Communication Mechanisms and Feedback Loops

Our Quality Assurance System is designed to ensure that the EPP has a sustainable process for documenting operational effectiveness by showing how data enters the system, how data are reported and used in decision-making, and how the outcomes of those decisions inform programmatic improvement. The graph below illustrates the interrelationship among the five components of our QAS, which is designed to "close the loop" for continuous improvement.



The EPP gathers data at various transition points across different programs. These data are reported to designated data teams within the EPP for analysis, interpretation, and to make recommendations (see the section below on these data teams) by the Office of Assessment & Accreditation. This office creates and distributes data reports to the designated data teams, which then analyze the data. Recommendations are generated from this analysis and sent back to the Office of Assessment & Accreditation, which compiles and shares suggestions for review and implementation.

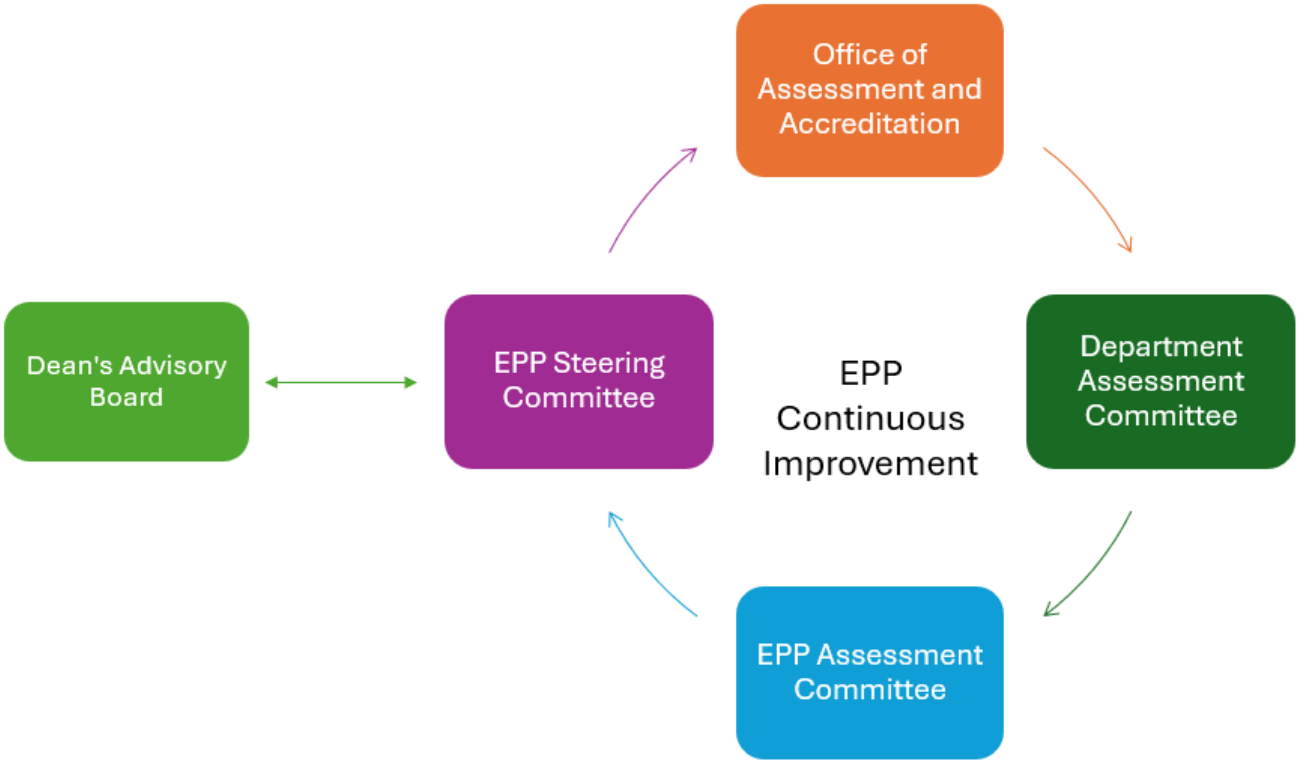
QAS #4: Representative Data Teams Across the EPP to Analyze, Interpret, and Recommend

The EPP created several standing committees to develop representative data teams that maximize stakeholder engagement in monitoring the overall quality and effectiveness of our programs:

- The Department Assessment Committees (DACs);
- The EPP Assessment Committee (EAC);
- Dean's Advisory Board for P-12 Education; and
- The Executive Steering Committee (ESC);

The EPP uses standardized data reporting and recommendation processes that pass through each standing committee. Data and recommendations move through these committees, as shown in the diagram below. The Office of Assessment & Accreditation serves as the main hub that creates recommendation summary reports for planning, implementation, and monitoring purposes.

EPP Quality Assurance System: Data Flow and Analysis



Departmental chairs select members for the DACs and EAC in consultation with the Dean of the School of Education. The ESC consists of departmental chairs and program heads. The Dean's Advisory Board for P-12 Education includes faculty, P-12 partners, community partners, and recent alumni. The Dean of the School of Education invites members to join the AB and facilitates the review of data reports and recommendations that the AB considers.

Department Assessment Committees (DACs)

Each department has its own DAC, which analyzes and interprets program-specific data and makes recommendations to the EAC for changes. Members of DACs also serve on the EAC to ensure smooth communication between the Departments and the EPP. DACs meet regularly, with at least one meeting each semester. They review the data reports produced by OAA and may also request and examine other program data. Additionally, DACs meet to review assessment tools, procedures, and policies related to accreditation standards. Meeting minutes are shared with OAA to support communication and information sharing. OAA stores all committee meeting minutes in a shared OneDrive folder for EPP Assessment & Accreditation.

The DACs began using streamlined assessment review and reporting forms that align with the college's overall assessment strategies[vi]. This new assessment cycle is represented in the diagram below. The reporting forms can be found in Appendix D. For more information related to the college's annual reporting, please visit the following website: https://www.qc.cuny.edu/provost/annual-reporting/.

This streamlined review and reporting mechanism will allow the EPP to track data, recommendations, and changes made based on data from EPP key assessments over time. Additionally, these reports are shared with the college assessment leadership.

EPP Assessment Committee (EAC)

The EPP departments and programs are central to EPP operations, such as advisement, clinical experiences, assessment, and recruitment. The purpose of the EPP Quality Assurance System is to gather quality data on EPP's effectiveness in producing competent educators and to use that data for ongoing improvement. The EAC is responsible for setting EPP-wide assessment priorities, analyzing and interpreting data across the program, overseeing assessments, and developing recommendations and policies for continuous improvement. EAC reviews the DAC data reports and recommendations before presenting them to the ESC. Meeting minutes are stored in a shared OneDrive folder for EPP Assessment & Accreditation.

Dean's Advisory Board for P-12 Education

The Dean's Advisory Board (AB) reviews data and offers recommendations related to the EPP's clinical experiences and practices, as well as our P-12 partnerships, to ensure these collaborations are high-quality and mutually beneficial. Its members include faculty, field and clinical supervisors and/or

coordinators, school and community partners, and recent alumni. The Dean of the School of Education chairs the AB, which meets at least once each semester. The Dean facilitates communication of the data and recommendations between the ESC and the AB. 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 right structures, policies, and procedures are in place to collect, analyze, and use valid and reliable data in the EPP's ongoing evaluation and continuous improvement process. The ESC is chaired by the Dean of the School of Education and includes campus stakeholders and faculty from both initial and advanced programs. Membership in the ESC is different from members on DACs, EAC, and the AB to ensure a diverse group of stakeholders from EPP leadership who can respond to recommendations with a fresh perspective. The ESC also monitors EPP-wide changes, as well as special innovations and initiatives. Meeting minutes are stored in a shared OneDrive folder for EPP Assessment & Accreditation.

Stakeholder Engagement

To establish a systematic mechanism for stakeholder involvement in decision-making, program evaluation, and implementing improvements, the EPP developed a multi-pronged approach to enhance 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 (alumni, faculty and staff, administration, P-12 school, community partners, and employers) participate across our standing committees and are engaged in data analysis, interpretation, and action recommendations. By ensuring that stakeholder involvement informs our standing committee memberships, the EPP invites multiple perspectives for data triangulation.

	Stakeholder Engagement by Committee				
EPP Committees	**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		

EPP Committee Meeting Calendar

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

FALL				
COMMITTEE	*September*	*October*	*November*	*December*
DAC		X		X
EAC	X		X	
P-12 AB			X	
ESC				X

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

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

The Office of Assessment & Accreditation (OAA) collects and tracks data from the EPP's key assessments at each transition point. OAA reports this data in reports that include some standard information (see Appendix C). OAA provides the Departmental Assessment Committees (DACs) with program-specific (disaggregated) data. The EPP Assessment Committee (EAC) and the Dean's Advisory Board for P-12 Education (AB) may also receive additional data and EPP-level data for review. The DACs return their data recommendation forms to OAA with suggestions (see Appendix D). OAA then summarizes the DACs' recommendations and submits the summary to the EPP Assessment Committee (EAC) for review, action, and follow-up. The ESC will also be responsible for monitoring the effectiveness of any changes implemented.

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

- Description of the Data Context
- Data Highlights
- Data Chart

PART II: Program and Course Assessments

Part II discusses program-specific assessments and their roles in our assessment and accreditation process. All EPPs seeking CAEP accreditation must go through a program review process. Program reviews provide important information about candidates' knowledge and professional skills in a particular area of licensure or certification, as well as their preparation experiences. The program review involves collecting evidence that supports CAEP's standard 1 – candidates' content knowledge, pedagogical skills, and their application.

Program-Specific Data and Our Assessment Management System

Each program must collect data on candidates' knowledge, skills, and dispositions related to program outcomes and goals. Each program designs assessments based on national and state standards to measure candidates' abilities throughout their progression. The data from these assessments are used for program improvement and to meet accreditation reporting requirements.

The EPP uses Anthology Portfolio[vii] as its data management system. Anthology Portfolio is a web-based e-portfolio system required for all candidates in educator and professional preparation programs at Queens College. Each program collaborates with the Office of Assessment and Accreditation to develop a customized portfolio that includes key EPP assessments. Candidates submit key assessments through Anthology Portfolio, and instructors can collectively assess candidate work.

Anthology Portfolio is used for the following common assessments:

Clinical Experience Survey Form A, B, C
ProCADS at T2 & T3[viii]
Practice QCTPA Components
QCTPA
Advanced Program Assessments of Knowledge, Skills, and Dispositions at T1 & T2
Advanced Program Capstone Assessment at T3
EPP Completer Survey

Anthology Portfolio enables candidates to create an unlimited number of portfolios, displaying a collection of artifacts that showcase various achievements and demonstrate how they have completed assignments. Candidates can also use Anthology Portfolio to share their reflections on assessments and benchmark performance tasks required throughout their academic and professional careers.

Additionally, Anthology Portfolio is used to document data on clinical experiences through Experiential Learning. The Field Placement Office assigns a specific placement for a candidate's student teaching, internships, or practicum experience. This placement within Anthology Portfolio includes surveys, assessments, and timesheet logs for candidates to complete. It also includes surveys and assessments for clinical educators, such as cooperating teachers, field site supervisors, and Queens College field supervisors.

Confidentiality

Candidates provide Anthology Portfolio with information such as assignments, work products, and assessment rubrics that identify their content. This information is available only to assessors and/or administrators with Anthology Portfolio IDs and passwords within our institution, or to stakeholders granted trusted access for our institution to carry out their duties, as agreed upon by their membership rights. Personal information, such as addresses and phone numbers, is NEVER required in Anthology Portfolio and should not be published there.

All data collected by the EPP are intended to inform program reviews and improvements. All data reports are anonymized and aggregated to provide statistical and performance information related to the EPP's operation. The EPP uses this data to enhance program quality and candidate success.

Anthology Portfolio Training

The Office of Assessment and Accreditation 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.

Glossary

Departmental Assessment Committee (DAC): A committee within each department that 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 various settings. These include, but are not limited to, culminating clinical practices such as student teaching or internship and earlier fieldwork experiences.

Council for the Accreditation of Educator Preparation (CAEP): A nonprofit and nongovernmental agency accrediting 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. 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.

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 more effective educators. Progress is evaluated using assessments that align with national standards.

Unit of Analysis: The major entity you analyze in a study. For example, you could analyze a candidate, a course, or 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 201W / SEYS 536	SEYS 360 / SEYS 560	SEYS 370.4 / SEYS 570.4
QCTPA: Planning a Lesson	SEYS 201W / SEYS 536	SEYS 360 / SEYS 560; SEYS 380 / SEYS 580; SEYS 370.2 / SEYS 570.2	
QCTPA: Teaching the Lesson		SEYS 370.2 / SEYS 570.2	
QCTPA: Assessing the Lesson		SEYS 370.2 / SEYS 570.2	
QCTPA: Reflection	SEYS 201W / SEYS 536	SEYS 370.2 / SEYS 570.2	
Clinical Experience Survey: Form A (Fieldwork)[1]	SEYS 201W (Fieldwork = 25 hours) / SEYS 536 (Fieldwork = 30 hours) ECPSE 350 / ECPSE 550 (Fieldwork = 15 hours)	SEYS 360 (Fieldwork = 25 hours) / SEYS 560 (Fieldwork = 30 hours)	
Clinical Experience Survey: Forms B and C (Student Teaching)[2]		SEYS 370.2 / SEYS 570.2	SEYS 370.4 / SEYS 570.4
QCTPA			SEYS 370.4 / SEYS 570.4

Adolescent English Education, Grades 7-12 (MSED)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Collaborative Problem-Solving Project	SEYS 709 / 710 / 717 / 718 / 719 / 738 / 768		
Writing Pedagogies Handbook		SEYS 748	
Action Research Project Part I			SEYS 781
Action Research Project Part II			SEYS 782

[1] Form A is administered in courses that require fieldwork before student teaching on a rotating basis.
[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 201W / SEYS 536	SEYS 361 / SEYS 561	SEYS 371.4 / SEYS 571.4
QCTPA: Planning a Lesson	SEYS 201W / SEYS 536	SEYS 361 / SEYS 561	
QCTPA: Teaching the Lesson		SEYS 361 / SEYS 561	
QCTPA: Assessing the Lesson		SEYS 361 / SEYS 561	
QCTPA: Reflection	SEYS 201W / SEYS 536	SEYS 361 / SEYS 561	
Clinical Experience Survey: Form A (Field)[3]	SEYS 201W (Fieldwork = 25 hours) / SEYS 536 (Fieldwork = 30 hours) ECPSE 350 / ECPSE 550 (Fieldwork = 15 hours)	SEYS 361 (Fieldwork = 25 hours) / SEYS 561 (Fieldwork = 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

Adolescent Mathematics Education, Grades 7-12 (MSED)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Collaborative Problem-Solving Project	SEYS 709 / 710 / 717 / 718 / 719 / 738 / 768		
Application Project		SEYS 751	
Issues in Education		SEYS 751	
Thesis			SEYS 776

[3] Form A is administered in courses that require fieldwork before student teaching on a rotating basis.
[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 201W / SEYS 536	SEYS 362 / SEYS 562	SEYS 372.4 / SEYS 572.4 /
QCTPA: Planning a Lesson	SEYS 201W / SEYS 536	SEYS 362 / SEYS 562; SEYS 382 / SEYS 582	
QCTPA: Teaching the Lesson		SEYS 382 / SEYS 582	
QCTPA: Assessing the Lesson		SEYS 382 / SEYS 582	
QCTPA: Reflection	SEYS 201W / SEYS 536	SEYS 382 / SEYS 582	
Clinical Experience Survey: Form A (Field)[5]	SEYS 201W (Fieldwork = 25 hours) / SEYS 536 (Fieldwork = 30 hours) ECPSE 350 / ECPSE 550 (Fieldwork = 15 hours)	SEYS 362 (Fieldwork = 25 hours) / SEYS 562 (Fieldwork = 30 hours)	
Clinical Experience Survey: Forms B and C (Student Teaching)[6]			SEYS 372.2 / SEYS 572.2 / SEYS 372.4 / SEYS 572.4 /
QCTPA			SEYS 372.4 / SEYS 572.4 /

Adolescent Science Education, Grades 7-12 (MSED)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Collaborative Problem-Solving Project	SEYS 709 / 710 / 717 / 718 / 719 / 738 / 768		
Collaborative Website Final Project		SEYS 753	
Research Proposal		SEYS 777	
Final Research Project			SEYS 778

[5] Form A is administered in courses that require fieldwork before student teaching on a rotating basis.
[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 201W / SEYS 536	SEYS 363 / SEYS 563	SEYS 373.4 / SEYS 573.4
QCTPA: Planning a Lesson	SEYS 201W / SEYS 536	SEYS 363 / SEYS 563	
QCTPA: Teaching the Lesson		SEYS 383 / SEYS 583	
QCTPA: Assessing the Lesson		SEYS 383 / SEYS 583	
QCTPA: Reflection	SEYS 201W / SEYS 536	SEYS 383 / SEYS 583	
Clinical Experience Survey: Form A (Field)[7]	SEYS 201W (Fieldwork = 25 hours) / SEYS 536 (Fieldwork = 30 hours) ECPSE 350 / ECPSE 550 (Fieldwork = 15 hours)	SEYS 363 (Fieldwork = 25 hours) / SEYS 563 (Fieldwork = 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

Adolescent Social Studies Education, Grades 7-12 (MSED)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Collaborative Problem-Solving Project	SEYS 709 / 710 / 717 / 718 / 719 / 738 / 768		
Literature Review		SEYS 783	
Thesis			SEYS 784

[7] Form A is administered in courses that require fieldwork before student teaching on a rotating basis.
[8] 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 201W / SEYS 536	SEYS 364 / SEYS 564	SEYS 374.4 / SEYS 574.4
QCTPA: Planning a Lesson	SEYS 201W / SEYS 536	SEYS 364 / SEYS 564; SEYS 384 / SEYS 584; SEYS 374.2 / SEYS 574.2	
QCTPA: Teaching the Lesson		SEYS 374.2 / SEYS 574.2	
QCTPA: Assessing the Lesson		SEYS 374.2 / SEYS 574.2	
QCTPA: Reflection	SEYS 201W / SEYS 536	SEYS 374.2 / SEYS 574.2	
Clinical Experience Survey: Form A (Field)[9]	SEYS 201W (Fieldwork = 25 hours) / SEYS 536 (Fieldwork = 30 hours) ECPSE 350 / ECPSE 550 (Fieldwork = 15 hours each)	SEYS 364 (Fieldwork = 25 hours) / SEYS 564 (Fieldwork = 30 hours)	
Clinical Experience Survey: Forms B and C (Student Teaching)[10]		SEYS 374.2 / SEYS 574.2	SEYS 374.4 / SEYS 574.4
QCTPA			SEYS 374.4 / SEYS 574.4

Adolescent World Languages Education, Grades 7-12 (MSED)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Collaborative Problem-Solving Project	SEYS 709 / 710 / 717 / 718 / 719 / 738 / 768		
Three Level Articulated Curriculum Plan		SEYS 743	
Professional Development Module		SEYS 743	
Application of Research to Practice			SEYS 786

[9] Form A is administered in courses that require fieldwork before student teaching on a rotating basis.
[10] 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 201W / SEYS 536	SEYS 333 / SEYS 533	SEYS 376 / SEYS 576
QCTPA: Planning a Lesson	SEYS 201W / SEYS 536	SEYS 333 / SEYS 533; SEYS 365 / SEYS 565; SEYS 375 / SEYS 575	
QCTPA: Teaching the Lesson		SEYS 375 / SEYS 575	
QCTPA: Assessing the Lesson		SEYS 375 / SEYS 575	
QCTPA: Reflection	SEYS 201W / SEYS 536	SEYS 375 / SEYS 575	
Clinical Experience Survey: Form A (Field)[11]	SEYS 201W (Fieldwork = 25 hours) / SEYS 536 (Fieldwork = 30 hours) ECPSE 350 / ECPSE 550 (Fieldwork = 15 hours each)	SEYS 365 (Fieldwork = 25 hours) / SEYS 565 (Fieldwork = 30 hours)	
Clinical Experience Survey: Forms B and C (Student Teaching)[12]		SEYS 375 / SEYS 575	SEYS 376 / SEYS 576
QCTPA			SEYS 376 / SEYS 576

Art Education, All Grades (MSED)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Collaborative Problem-Solving Project	SEYS 709 / 710 / 717 / 718 / 719 / 738 / 768		
Advanced Curriculum		SEYS 712 / 724 / 725 / 728 / 732	
Research Proposal			SEYS 773
Research Project			SEYS 774

[11] Form A is administered in courses that require fieldwork before student teaching on a rotating basis.

[12] 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 341	EECE 352	EECE 361
QCTPA: Planning a Lesson	EECE 341		
QCTPA: Teaching the Lesson		EECE 360	
QCTPA: Assessing the Lesson		EECE 360	
QCTPA: Reflection	EECE 341	EECE 360	
Clinical Experience Survey: Form A (Field)[13]	EECE 341 (Fieldwork = 15 hours) ECPSE 350 (Fieldwork = 15 hours)		
Clinical Experience Survey: Forms B and C (Student Teaching)[14]		EECE 360	EECE 361
QCTPA			EECE 361

[13] Form A is administered in courses that require fieldwork before student teaching on a rotating basis.
[14] Forms B and C should be administered at the end of each student teaching placement.

Early Childhood and Childhood Education (Undergraduate)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS**	**T3: Clinical STUDENT TEACHING**
ProCADS	EECE 335 (via Survey Monkey)	EECE 391	EECE 398
QCTPA: Planning a Lesson	EECE 337		
QCTPA: Teaching the Lesson		EECE 391	
QCTPA: Assessing the Lesson		EECE 391	
QCTPA: Reflection	EECE 337	EECE 391	
Clinical Experience Survey: Form A (Field)[15]	EECE 335 (Fieldwork = 65 hours) ECPSE 350 (Fieldwork = 15 hours)		
Clinical Experience Survey: Forms B and C (Student Teaching)[16]		EECE 391	EECE 398
QCTPA			EECE 398

[15] Form A is administered in courses that require fieldwork before student teaching on a rotating basis.
[16] Forms B and C should be administered at the end of each student teaching placement.

Bilingual Early Childhood (B-2) and Childhood (1-6) Education (Undergraduate)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS**	**T3: Clinical STUDENT TEACHING**
ProCADS	EECE 335 (via Survey Monkey)	EECE 391	EECE 398
QCTPA: Planning a Lesson	EECE 337		
QCTPA: Teaching the Lesson		EECE 391	
QCTPA: Assessing the Lesson		EECE 391	
QCTPA: Reflection	EECE 337	EECE 391	
Clinical Experience Survey: Form A (Field)[17]	EECE 335 (Fieldwork = 65 hours) ECPSE 350 (Fieldwork = 15 hours)		
Clinical Experience Survey: Forms B and C (Student Teaching)[18]		EECE 391	EECE 398
QCTPA			EECE 398

[17] Form A is administered in courses that require fieldwork before student teaching on a rotating basis.
[18] 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 545	EECE 566
QCTPA: Planning a Lesson		EECE 545	
QCTPA: Teaching the Lesson	EECE 520		
QCTPA: Assessing the Lesson		EECE 545	
QCTPA: Reflection	EECE 702	EECE 545	
Clinical Experience Survey: Form A (Field)[19]	EECE 702 (Fieldwork = 7 hours) ECPSE 550 (Fieldwork = 15 hours)	EECE 545 (Fieldwork = 10 hours)	
Clinical Experience Survey: Forms B and C (Student Teaching)[20]			EECE 566
QCTPA			EECE 566

[19] Form A is administered in courses that require fieldwork before student teaching on a rotating basis.

[20] 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 702	EECE 725[ix]	EECE 565.3
QCTPA: Planning a Lesson		EECE 725	
QCTPA: Teaching the Lesson	EECE 520		
QCTPA: Assessing the Lesson		EECE 725	
QCTPA: Reflection	EECE 702	EECE 725	
Clinical Experience Survey: Form A (Field)[21]	EECE 702 (Fieldwork = 10 hours) ECPSE 550 (Fieldwork = 15 hours)	EECE 725 (Fieldwork = 10 hours)	
Clinical Experience Survey: Forms B and C (Student Teaching)[22]			EECE 565.3
QCTPA			EECE 565.3

Educational Leadership (MSED)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Educational Philosophy and Curriculum	ECPEL 881		
Cumulative Technology Plan		ECPEL 887	
Teacher Evaluation Plan			ECPEL 890

[21] Form A is administered in courses that require fieldwork before student teaching on a rotating basis.
[22] 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 201W / SEYS 536	FNES 338 / FNES 563	FNES 339 / FNES 574
QCTPA: Planning a Lesson	SEYS 201W / SEYS 536	FNES 338 / FNES 563	
QCTPA: Teaching the Lesson		FNES 338 / FNES 563	
QCTPA: Assessing the Lesson		FNES 338 / FNES 563	
QCTPA: Reflection	SEYS 201W / SEYS 536	FNES 338 / FNES 563	
Clinical Experience Survey: Form A (Field)[23]	SEYS 201W (Fieldwork = 25 hours) / SEYS 536 (Fieldwork = 30 hours) ECPSE 350 / ECPSE 550 (Fieldwork = 15 hours)	FNES 338 / FNES 563 (Fieldwork = 30 hours each)	
Clinical Experience Survey: Forms B and C (Student Teaching)[24]			FNES 339 / FNES 574
QCTPA			FNES 339 / FNES 574

Family and Consumer Sciences Education, All Grades (MSED)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Inclusive Classroom Experience	FNES 643		
Teaching Modules		FNES 747	
Curriculum & Assessment		FNES 748	
Action Research Project: Module 1			FNES 732
Action Research Project: Module 6			FNES 732

[23] Form A is administered in courses that require fieldwork before student teaching on a rotating basis.
[24] Forms B and C should be administered at the end of each student teaching placement.

Literacy, All Grades (MSED)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Ethics Scenario Project	EECE 810		
Comprehensive Case Study		EECE 813	
Final Research Project			EECE 782[x]

Mental Health Counseling (MS)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Ethics Scenario Project	ECPCE 811		
Comprehensive Case Study		ECPCE 721.4	
Final Research Project			ECPCE 807

Music Education, All Grades (UG & Post Bacc)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS**	**T3: Clinical STUDENT TEACHING**
ProCADS	MUS 267 / MUS 690	MUS 268W or MUS 269 / MUS 641 or MUS 642	MUS 369 / MUS 644
QCTPA: Planning a Lesson		MUS 268W or MUS 269 / MUS 641 or MUS 642	
QCTPA: Teaching the Lesson		MUS 365 / MUS 645	
QCTPA: Assessing the Lesson		MUS 268W or MUS 269 / MUS 641 or MUS 642	
QCTPA: Reflection	MUS 267 / MUS 690	MUS 366 / MUS 646	
Clinical Experience Survey: Form A (Field)[25]	MUS 267 (Fieldwork = 20 hours) / MUS 690 (Fieldwork = 20 hours) ECPSE 350 / ECPSE 550 (Fieldwork = 15 hours)	MUS 268W, 269, 365, 366 (Fieldwork = 20 hours)	
Clinical Experience Survey: Forms B and C (Student Teaching)[26]			MUS 369 / MUS 644 (2 placements)
QCTPA			MUS 369 / MUS 644

[25] Form A is administered in courses that require fieldwork before student teaching on a rotating basis.

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

Music Education, All Grades (MSED)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Collaborative Problem-Solving Project	SEYS 709 / 710 / 717 / 718 / 719 / 738 / 768		
Mini Research Study	MUS 678		
Philosophy of Teaching	MUS 690		
Survey Research Project		MUS 688	
Unit Plan		MUS 641 / 642	
Capstone			MUS 693

Physical Education, All Grades (Undergrad & Post Bacc)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS**	**T3: Clinical STUDENT TEACHING**
ProCADS	SEYS 201W / SEYS 536	FNES 369 / FNES 562	FNES 379 / FNES 573
QCTPA: Planning a Lesson	SEYS 201W / SEYS 536	FNES 266 / FNES 561; FNES 369 / FNES 562	
QCTPA: Teaching the Lesson		FNES 266 / FNES 561; FNES 369 / FNES 562	
QCTPA: Assessing the Lesson		FNES 266 / FNES 561; FNES 369 / FNES 562	
QCTPA: Reflection	SEYS 201W / SEYS 536	FNES 266 / FNES 561	
Clinical Experience Survey: Form A (Field)[27]	SEYS 201W (Fieldwork = 20 hours) / SEYS 536 (Fieldwork = 30 hours) ECPSE 350 / ECPSE 550 (Fieldwork = 15 hours)	FNES 266 (Fieldwork = 25 hours) / FNES 561 (Fieldwork = 25 hours)	
Clinical Experience Survey: Forms B and C (Student Teaching)[28]			FNES 379 / FNES 573
QCTPA			FNES 379 / FNES 573

Physical Education, All Grades (MSED)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Collaborative Problem-Solving Project	SEYS 709 / 710 / 717 / 718 / 719 / 738 / 768		
Curriculum Development Project		FNES 713	
Analysis of Teaching Project			FNES 714
Development/Mentoring Project			FNES 716

[27] Form A is administered in courses that require fieldwork before student teaching on a rotating basis.
[28] Forms B and C should be administered at the end of each student teaching placement.

School Counseling (MSED)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Ethics Scenario Project	ECPCE 700		
Comprehensive Case Study		ECPCE 729.4	
Final Research Project			ECPCE 807

Special Education / Childhood Education Dual Certification (MAT) Program			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS**	**T3: Clinical STUDENT TEACHING**
ProCADS	EECE 702	EECE 545	EECE 565.3
QCTPA: Planning a Lesson		EECE 545	
QCTPA: Teaching the Lesson	EECE 520		
QCTPA: Assessing the Lesson		EECE 545	
QCTPA: Reflection	EECE 702	EECE 545	
Assessment Simulation Project	ECPSE 702		
Clinical Experience Survey: Form A (Field)[29]	EECE 702 (Fieldwork = 7 hours)	EECE 545 (Fieldwork = 10 hours)	
Instructional Planning & Implementation		ECPSE 710	
Behavioral Assessment		ECPSE 722	
Clinical Experience Survey: Forms B and C (Student Teaching)[30]			EECE 565.3 / ECPSE 726
QCTPA			EECE 565.3
Case Study in Lesson Planning			ECPSE 726

[29] Form A is administered in courses that require fieldwork before student teaching on a rotating basis.
[30] Forms B and C should be administered at the end of each student teaching placement.

Early Childhood Special Education, Birth – Grade 2 (MSED) – {Prior to 2026}			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Behavior Observation/FBA Assignment	ECPSE 722		
Child Engagement Case Study Project		ECPSE 730	
Instructional Plan and Self-Reflection		ECPSE 725	
Research Project			ECPSE 748

Early Childhood Special Education, Birth – Grade 2 (Post Masters) – {Prior to 2026}			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Developmental Assessment Project	ECPSE 701		
Behavior Observation/FBA Assignment		ECPSE 722	
IEP Case Study			ECPSE 726
Child Engagement Case Study Project			ECPSE 730

Early Childhood Special Education, Birth – Grade 2 (MSED) – {2026 and Beyond}[xi]			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Critical Disability Studies and Culturally Responsive-Sustaining Inclusive Education	ECPSE 704		
Developmental Assessment Report	ECPSE 701		
Functional Behavioral Analysis		ECPSE 804	
Child Engagement Project		ECPSE 730	
Literacy Project		ECPSE 712	
Practicum in Special Education			ECPSE 719
Research in Special Education			ECPSE 746

Early Childhood Special Education, Birth – Grade 2 (Post Masters) – {2026 and Beyond}[xi]			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Critical Disability Studies and Culturally Responsive-Sustaining Inclusive Education	ECPSE 704		
Developmental Assessment Report		ECPSE 701	
Functional Behavioral Analysis		ECPSE 804	
Child Engagement Project			ECPSE 730

Childhood Special Education, Grade 1 - 6 (MSED)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Behavior Observation/FBA Assignment	ECPSE 722		
Curriculum Project		ECPSE 710	
Instructional Plan and Self-Reflection		ECPSE 725	
Research Project			ECPSE 748

Childhood Special Education, Grade 1 - 6 (Post Masters)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Assessment Simulation Project	ECPSE 702		
Behavior Observation/FBA Assignment		ECPSE 722	
Curriculum Project			ECPSE 710
IEP Case Study			ECPSE 726

Adolescent Generalist Special Education, Grades 7-12 (MSED)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Behavior Observation/FBA Assignment	ECPSE 722		
Curriculum Project		ECPSE 740	
Instructional Plan and Self-Reflection		ECPSE 725	
Research Project			ECPSE 748

Adolescent Generalist Special Education, Grades 7 - 12 (Post Masters)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Assessment Simulation Project	ECPSE 703		
Behavior Observation/FBA Assignment		ECPSE 722	
Curriculum Project			ECPSE 740
IEP Case Study			ECPSE 726

Special Education, All Grades (MSED)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Critical Disability Studies and Culturally Responsive-Sustaining Inclusive Education	ECPSE 704		
Introduction to Assessment in Special Education	ECPSE 705		
Applied Behavior Analysis & Positive Behavioral Supports		ECPSE 722	
Curriculum and Instruction in Inclusive Education		ECPSE 716	
Language, Literacy and Assessment: Principles & Practices of Special Education		ECPSE 707	
Practicum in Special Education			ECPSE 719
Research in Special Education			ECPSE 746

Special Education, All Grades (Post Masters)			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Critical Disability Studies and Culturally Responsive-Sustaining Inclusive Education	ECPSE 704		
Introduction to Assessment in Special Education		ECPSE 705	
Applied Behavior Analysis & Positive Behavioral Supports		ECPSE 722	
Curriculum and Instruction in Inclusive Education			ECPSE 716

TESOL Undergrad, MAT, MSED {Uncertified Candidates Only}			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS**	**T3: Clinical STUDENT TEACHING**
ProCADS	SEYS 201W / SEYS 536	LCD 241 / LCD 741	LCD 342 / LCD 795
QCTPA: Planning a Lesson	SEYS 201W / SEYS 536	LCD 241 /LCD 741	
QCTPA: Teaching the Lesson		LCD 341 / LCD 794	
QCTPA: Assessing the Lesson		LCD 341 / LCD 794	
QCTPA: Reflection	SEYS 201W / SEYS 536	LCD 341 / LCD 794	
Clinical Experience Survey: Form A (Field)[31]	SEYS 201W (Fieldwork = 25 hours) / SEYS 536 (Fieldwork = 30 hours) ECPSE 350 / ECPSE 550 (Fieldwork = 15 Hours)	LCD 241 /LCD 741.4 (Fieldwork = 50 Hours)	
Clinical Experience Survey: Forms B and C (Student Teaching)[32]		LCD 341 / LCD 794	LCD 342 / LCD 795
QCTPA			LCD 342 / LCD 795

[31] Form A is administered in courses that require fieldwork before student teaching on a rotating basis.
[32] Forms B and C should be administered at the end of each student teaching placement.

TESOL, All Grades MSED {Certified Candidates Only}, Post Masters			
Key Assessment	**T1: Admission FOUNDATIONS**	**T2: Professional METHODS/PROGRESSION**	**T3: Completion END OF PROGRAM**
Linguistic Autobiography	LCD 701		
Research Paper	LCD 706		
Thematic Unit of Lesson Plans		LCD 741	
Official Observation of Teacher Candidates			LCD 742 / 796
Student Impact Project			LCD 742 / 796

Appendix B: EPP-Wide Assessment Specifications and Instruments

Assessment Specifications and Instructions

Assessment	Grade Point Average (GPA) at Admissions for Advanced Programs
Overview of Assessment	GPA data at Admissions is housed in Hobsons. The GPA at Admissions is used to assess a candidate's academic performance before admission into an Advanced Program. The GPA at admissions includes the candidate's performance on all coursework before applying to a graduate program at Queens College.
Type of Assessment	EPP Data Source
Transition Point	T1 (Admissions)
Details of Assessment Administration	T1 (Admissions): GPA data at this transition point assesses whether the candidate has met the admissions requirements for admission to an advanced program. The candidate must meet these minimum GPA requirements to be admitted.
Who is completing the assessment/rubric?	T1 (Admissions) – Program Coordinator
Who/What is being assessed?	Candidate's average performance in their studies before applying to a graduate advanced program.
Responsibility of Instructor (If Applicable)	Not Applicable
Data Location	Hobsons
Benchmark	The GPA requirement for all advanced programs is a 3.0.
Data Usage	Data will be analyzed at the program and EPP levels to determine whether our programs are admitting candidates with the required knowledge for success in advanced programs.
Link to Assessment	Not Applicable

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 academic performance. The cumulative GPA at completion includes the candidate's performance on all coursework required by the college and their major.
Type of Assessment	EPP Data Source
Transition Point	T3 (Program Completion)
Details of Assessment Administration	T3 (Program Completion): GPA data at this transition point assesses whether the candidate has met the minimum requirements to complete the program. The candidate must meet these minimum GPA requirements to be approved for program completion and recommended for certification.
Who is completing the assessment/rubric?	T3 (Program Completion) – Program Coordinator or 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
Benchmark	The exit GPA requirement for all initial and advanced programs is 3.0.
Data Usage	Data will be analyzed at the program and EPP levels to determine whether our programs are providing the necessary support 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.
Type of Assessment	Proprietary
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 to 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/Internship Placements) for candidates, clinical supervisors, and cooperating teachers. The Field Placement Office will let candidates, clinical supervisors, and cooperating teachers know when the placement is open and available so they can complete their assessments for the semester. Please be sure to complete all assessments 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)	(T1) – The instructor reminds the candidate to complete the self-assessment as early as possible in the semester. (T2)—The instructor reminds the candidate to complete the self-assessment as early as possible in the semester. The assessment will be available for the instructor once the candidate submits a prompt for the instructor to assess them. Instructors should complete the assessment by the deadline provided by the Office of Assessment and Accreditation. (T3) – The Clinical Supervisor reminds the candidate to complete the self-assessment. The 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. 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.
Data Location	SurveyMonkey (T1) & Anthology Portfolio (T2 &T3)
Benchmark	ProCADS is being used as a low-stakes formative assessment for guidance.
Validity & Reliability	Provided by the University of Tennessee, Knoxville. Local content validation: Item 7 was removed, and a new item was added in Spring 2020.
Data Usage	The information collected in this assessment will be used to track candidates' competencies, attitudes, and dispositions as the candidate 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	The EAS exam assessed whether prospective New York State teachers have the professional and pedagogical knowledge and skills to teach all students in New York State public schools effectively. Prospective teachers are evaluated on the following five competency areas: 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. The EAS exam consists of multiple-choice questions and constructed response questions. Three of the five competency areas are measured using multiple-choice questions and 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.
Type of Assessment	Proprietary
Transition Point	T2 (Candidate Progression)
Course with Assessment Requirement (If Applicable)	Not Applicable
Details of Assessment Administration	Candidates are encouraged to take the EAS before student teaching.
Who is completing the assessment/rubric?	T2 (Candidate Progression) – Program Advisor and Field Placement Office reviews to see if the candidate took the exam.
Who/what is being assessed?	The candidate's professional and pedagogical knowledge and skills are necessary to teach all students.
Responsibility of Instructor (If Applicable)	Not Applicable
Data Location	Anthology Portfolio & Pearson's Results Analyzer
Benchmark	The state requires an overall pass score of 520. Programs across the EPP are required to maintain an 80% or above pass rate for all program completers.
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 provide teachers with the knowledge and skills to impact all learners positively.
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	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. 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: • 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 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;
Type of Assessment	Proprietary
Transition Point	T2 (Candidate Progression)
Course with Assessment Requirement (If Applicable)	Not Applicable
Details of Assessment Administration	Candidates are encouraged to take the CST before student teaching.
Who is completing the assessment/rubric?	T2 (Candidate Progression) – Program Advisor and Field Placement Office review if the 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 state requires an overall pass score of 520. Programs across the EPP are required to maintain an 80% or above pass rate for all program completers.
Validity & Reliability	Created and validated by Pearson
Data Usage	Data on pass rates will be used to ensure that teacher education preparation programs provide the content and pedagogical knowledge teachers need to succeed 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 toward 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 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. The Clinical Supervisors complete Form C and provide an assessment of the placement site.
Type of Assessment	EPP-Created Survey
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 17.
Details of Assessment Administration	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 to the page to access the survey. Once the survey is completed, the candidate submits the survey to the Office of Assessment & Accreditation 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 to the page to access the survey. Once the survey is completed, the candidate submits the survey to the Office of Assessment & Accreditation 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 and other assessments required for the student teaching placement. The Field Placement Office will create the placement in Experiential Learning and inform candidates and clinical supervisors. Please 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

Assessment	Clinical Experience Survey (Form A, B, C)
Responsibility of Instructor	T1 (Program Admissions) – Form A Instructors should encourage candidates to complete the survey prior to deadlines set by the Office of Assessment & Accreditation. T2 (Candidate Progression) – Form A Instructors should encourage candidates to complete the survey prior to deadlines set by the Office of Assessment & Accreditation. T3 (Program Completion) – Form B and C The clinical Supervisor should remind the 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.
Data Location	Anthology Portfolio
Data Usage	The information collected in this assessment will be used to track candidates' fieldwork experiences as they progress through a program.
Link to Assessment	https://tinyurl.com/ClinExpSur2020

Assessment Specifications & Instructions

Assessment	Practice Queens College Teacher Portfolio Assessment (QCTPA) Components (Plan, Teach, Assess, Reflect)
Overview of Assessment	The Practice QCTPA components provide a multi-measure approach to measure candidates' readiness to teach in Pre-K to 12th-grade classrooms by assessing knowledge, skills, and dispositions, focusing 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 Practice QCTPA Components align with the principles of culturally responsive pedagogy and assessment as outlined by the NYS Culturally Responsive-Sustaining Education Framework. The Practice Components: • Planning the Lesson: This component measures the candidate's ability to write a lesson plan. • Teaching the Lesson: This component measures the candidates' teaching effectiveness. • Assessing Student Learning: This component 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. • 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.
Type of Assessment	EPP-Created
Transition Point	T1 (Admissions), T2 (Progression)
Details of Assessment Administration	Candidates will have access to the Practice QCTPA components on Anthology Portfolio via their program portfolio. Once a candidate creates their program portfolio, all courses that include an assessment submission for the Practice QCTPA component on Anthology Portfolio will be listed.
Who is completing the assessment/rubric?	Instructor (T3)
Who is being assessed?	Candidate (T3)
Responsibility of Instructor (If Applicable)	Instructors will assess the Practice QCTPA Components.
Data Location	Anthology Portfolio
Benchmark	Scores at Level 2 are deemed acceptable for candidates.
Validity & Reliability	EPP piloted the QCTPA and its components in Spring 2023. Validity and reliability studies were conducted in the Summer of 2023. Full implementation of the QCTPA and components occurred in Fall 2023. Programs have embedded the Practice QCTPA component assessments into course assignments to allow for data on candidates' growth over time as it relates to each component. These new Practice QCTPA Component Assessments are being implemented in the fall 2024.
Data Usage	These data allow the EPP to determine whether teacher education candidates acquire the knowledge, skills, and dispositions to successfully plan, implement, and assess their teaching.
Link to Assessment	https://tinyurl.com/QCTPAHB

Assessment Specifications & Instructions

Assessment	Queens College Teacher Portfolio Assessment (QCTPA)
Overview of Assessment	The QCTPA provides a multi-measure approach to measure candidates' readiness to teach in Pre-K to 12th-grade classrooms by assessing 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 outlines by the NYS Culturally Responsive-Sustaining Education Framework. The Portfolio includes five sections: • 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 candidates' effectiveness 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, 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, 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 lessons in their seminar class for peer feedback, or participating in pedagogical or curriculum-based inquiry groups. 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 determined by the programs. These additional areas will be used to assess candidate knowledge, skills, and dispositions, as well as for program improvement.

Assessment	Queens College Teacher Portfolio Assessment (QCTPA)
Type of Assessment	EPP-Created
Transition Point	T3 (Program Completion)
Details of Assessment Administration	The QCTPA 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 "QCTPA." If the candidate clicks on the folder, the folder will expand to show instructions on creating the QCTPA. When the candidates add 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 Parts I, II, III, and V. Part IV is a candidate's self-assessment submitted to the Office of Assessment & Accreditation.
Data Location	Anthology Portfolio
Benchmark	Scores at Level 3 are deemed acceptable for candidates.
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 allow the EPP to determine whether 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	Advanced Programs Assessment of Knowledge, Skills, and Dispositions
Overview of Assessment	Advanced programs developed assignments and assessments aligned with the CAEP Advanced Standards and National Standards. Components provide a multi-measure approach to assessing advanced candidates' knowledge, skills, and professional dispositions. Each program is required to have at least one assessment at each transition point (T1 – Admissions, T2 – Progression, T3 – Completion)
Type of Assessment	EPP-Created
Transition Point	T1 (Admissions), T2 (Progression), T3 (Completion)
Details of Assessment Administration	Candidates will have access to the assignments and corresponding assessments on Anthology Portfolio via their program portfolio. Once a candidate creates their program portfolio, all courses that include an assessment will be listed.
Who is completing the assessment/rubric?	Instructor (T1, T2, T3)
Who is being assessed?	Candidate (T1, T2, T3)
Responsibility of Instructor (If Applicable)	Instructors will assess the assignments submitted by each candidate in the designated courses, which are available in Appendix A: Program-Specific Course-Embedded Assessment Charts on page 17.
Data Location	Anthology Portfolio
Benchmark	Scores at Level 3 are deemed acceptable for candidates.
Validity & Reliability	EPP implemented all-new advanced program assessments in the Fall of 2024.
Data Usage	These data allow the EPP to determine whether advanced candidates acquire the knowledge, skills, and dispositions for their profession in education.
Link to Assessment	Program assessments vary and can be accessed in Anthology Portfolio.

Assessment Specifications & Instructions

Assessment	Advanced Programs Capstone Assessment
Overview of Assessment	The EPP developed the Advanced Programs Capstone Assessment to assess advanced candidates' ongoing and intentional focus, and whether they are prepared to perform effectively. This assessment was developed to ensure advanced candidates possess academic competency to facilitate learning with positive impacts on diverse P-12 students. Each program is required to assess its advanced program candidates at T3 – Completion using this assessment.
Type of Assessment	EPP-Created
Transition Point	T3 (Completion)
Details of Assessment Administration	Candidates will have access to the assignments and corresponding assessment on Anthology Portfolio via their program portfolio. Once a candidate creates their program portfolio, all courses that include an assessment will be listed.
Who is completing the assessment/rubric?	Instructor (T3)
Who is being assessed?	Candidate (T3)
Responsibility of Instructor (If Applicable)	Instructors will assess the assignment submitted by each candidate in the designated course, which is listed in Appendix A: Program-Specific Course-Embedded Assessment Charts, starting on page 17.
Data Location	Anthology Portfolio
Benchmark	Scores at Level 3 are deemed acceptable for candidates.
Validity & Reliability	EPP implemented this new advanced program assessment in the Spring of 2025.
Data Usage	These data allow the EPP to determine whether advanced candidates acquire the knowledge, skills, and dispositions for their profession in education.
Link to Assessment	https://tinyurl.com/yhy7fpdr

Assessment Specifications & Instructions

Assessment	Completer Survey
Overview of Assessment	Completed in the last course of a program when applying for a college recommendation, the Completer Survey measures candidates' perceptions of the quality of the EPP's teacher education program and how well it prepared them to be teachers. Candidates rate each program element and 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.
Type of Assessment	EPP-Created Survey
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 "Completer Survey," they will be taken to 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 inform them if they are missing anything or must 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 before the Office of Assessment & Accreditation deadlines.
Data Location	Anthology Portfolio
Data Usage	The information collected in this assessment will be used to evaluate program elements and student teaching experiences. Data review and analysis may lead to programmatic changes.
Link to Assessment	Teacher Education Completer Survey – Initial Programs https://tinyurl.com/bd4b6b8h Teacher Education Completer Survey – Advanced Programs https://tinyurl.com/mr2ay7rm Completer Survey – Special Education Advanced https://tinyurl.com/ytjmyhxr

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' perceptions of how well-prepared they were for their first year of teaching. The parallel structure of this survey is like 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.
Type of Assessment	EPP-Created Survey
Transition Point	T4 (Follow-Up)
Details of Assessment Administration	The Alumni Follow-Up Survey will be available to alumni one year after graduation and 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
Validity & Reliability	The EPP piloted the survey in the Summer of 2022 and fully implemented it in the Summer of 2023. Data reports will be shared with the EPP Assessment Committee in Fall 2024.
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 on first-year teachers' readiness for the teaching profession. The survey asks employers to assess the quality of program completers' instructional practices, ability to work with diverse learners, ability 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 novice teachers' and supervisors' perspectives.
Transition Point	T4 (Follow-Up)
Details of Assessment Administration	The Employer Survey is provided to employers of alumni when they attend specific School of Education events for principals and superintendents. This allows the EPP to capture as many employers as possible.
Who is completing the assessment/rubric?	Employers of Alumni (T4)
Who/What is being assessed?	Teacher Education Program Completers (Alumni) Preparation
Data Location	Excel spreadsheet is stored with the Office of Assessment & Accreditation.
Validity & Reliability	EPP piloted the survey in Fall 2022 via SurveyMonkey. After reviewing the data, the EPP realized that low N would continue to be an issue. Due to a recommendation from the Dean's Advisory Board for P-12 Education, the survey is now being dispensed via paper to employers when they visit campus for various events.
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	The Alumni Impact Study (AIS)[xii] is a research plan that draws on multiple data sources designed to examine our completers' impact on student learning. The QC EPP defines *impact* 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 impact measurement 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, Excellence, and Ethics, the EPP is also concerned with the impact completers have on diversity, equity, and inclusion in student learning and growth (R1.1). In alignment with measures outlined in the Queens College Teacher Portfolio Assessment (QCTPA), the AIS will answer the question: **What impact do our completers have on student learning through teaching, assessment, and reflective practice?**
Type of Assessment	EPP-Created
Transition Point	T4 (Follow-Up)
Details of Assessment Administration	The Alumni Impact Study will take a nested case study approach. In 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. **Participant Selection** Participants for this study will be selected based on two criteria. First, participating alumni must have completed their initial certification program two years prior, so they must be in their third year of teaching. Second, the participating alumni must teach in a New York State public school. **Data Collection** *Alumni Impact Interviews.* Participants are interviewed with a semi-structured interview that focuses on their impact on student learning. The Alumni Impact Interviews focuses on three areas: (1) teaching an instructional unit, (2) assessment in one instructional unit, and (3) data analysis and use. Each interview takes approximately 20-30 minutes and is conducted over Zoom. The interviews are recorded with the Zoom transcription features. *Instructional Artifacts.* Participants are asked to consider one unit that they recently taught and provide 1-3 teaching artifacts from that unit. Participants are asked to send pictures or scan of the artifacts prior to the interview. *Assessment and Assessment Data.* Participants are asked to share at least one assessment from that unit prior to the interview. Participants are asked to share de-identified examples of student work on the assessment. **Data Analysis**

Assessment	Alumni Impact Study
	The interviews, artifacts, and assessments are analyzed through a series of rubrics based on the QCTPA outline below.
Who is completing the assessment/rubric?	Faculty Observer
Who/what is being assessed?	Completers
Responsibility of Instructor (If Applicable)	Not Applicable
Data Location	Data is stored in a Microsoft Teams Drive with the Office of Assessment & Accreditation.
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	The QCTPA rubrics are used to assess the cases.

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 detailed 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:

Appendix D: Departmental Assessment Committees Assessment Analysis and Reporting Form

Assessment Progress Report: Initial EPP Programs

Department: **Academic Year:**

This progress report has two parts: the **Self-Assessment Rubric** and the **Assessment Cycle Grids**.
The purpose of the **rubric** is to serve as a guide for discussion in your department or program towards a strong foundation for sustainable assessment practice.
The purpose of the **grids** is to document recent assessment practice according to the stages of the assessment cycle: state learning objectives, map to assessments, select methods, analyze data, and use results for improvements. ("Closing the loop")

*Keep in mind that the aim of assessment is **improvement over time**. The assessment you put into practice should be **useful, actionable, manageable, and sustainable**. The information that you provide will help your department and program with their regular Academic Program Review and be used to determine what type of assistance departments and programs need from the College.*

Self-Assessment Rubric: Mark one category per row and include evidence for each element referenced.

Capacity Criteria	Developed	Emerging	Needs Work	*Notes / Attachments*
Course Learning Objectives in place	☐ All courses offered by the department include course learning objectives that are student-friendly, observable, and aligned with the EPP Clinical Competencies and Content Standards.	☐ All courses offered by the department include course learning objectives aligned to Content Standards.	☐ Not all departmental courses have student learning objectives.	*Link to archive of sample syllabi*
Program Learning Objectives in place	☐ Each **departmental program** has program learning objectives that are student-friendly, observable, aligned with the EPP Clinical Competencies and Content Standards.	☐ **Each program** has learning objectives but are aligned to Content Standards.	☐ Not all departmental programs have overall learning outcomes.	*Program Learning Outcomes Document*

Capacity Criteria	Developed	Emerging	Needs Work	*Notes / Attachments*
Curriculum Map in place	☐ The department has its curricular offerings aligned with the EPP Transition Points accessible and clearly visible to others on departmental materials.	☐ The department has its curricular offerings aligned with the EPP Transition Points but the courses are not visible or easily found on departmental materials.	☐ The department does not yet explicitly tie curricular offerings the EPP Transition Points.	*Curriculum Map Document*

Capacity Criteria	Developed	Emerging	Needs Work	*Notes / Attachments*
Assessment Plan in place	☐ Outside of what is required by CAEP, the department has a plan in place aimed at assessing all program learning objectives over time, and includes goals, strategies, resources and a timeline.	☐ The department only engages in what CAEP requires and does not systematically assess all program learning objectives (e.g., is primarily focused on short-term or discrete projects).	☐ The department does not do any assessing related to CAEP or otherwise.	*Assessment Plan Document*
Re-Assessment of Changes Made in place	☐ Outside of what is required by CAEP, the department regularly re-assesses the changes that were made during previous assessment cycles by collecting and analyzing data that compares current outcomes to outcomes before the changes.	☐ Outside of what is required by CAEP, the department sometimes collects and analyzes data to determine if changes made during previous assessment cycles have impacted outcomes but this is informal or inconsistent.	☐ The department does not re-assess changes made outside of CAEP.	*Re-Assessment Grid (below)*
Level of Inclusivity in departmental assessment activities	☐ Coordinated efforts are made to include all department members in conversations around assessment and to take a collaborative approach to articulate learning objectives, and implement change.	☐ Some effort is made to include all members of the department in conversations around assessment; coordinated efforts are piecemeal.	☐ Little effort is made to include all members of the department in conversations around assessment; there is no coordinated effort yet.	*Description of coordinated department or program assessment efforts.*
Level of engagement with QC's assessment community and resources*	☐ The department demonstrates high engagement with campus assessment groups and resources.	☐ The department demonstrates moderate engagement with campus assessment groups and resources	☐ The department demonstrates little to no engagement with campus assessment groups and resources.	*List of faculty members' participation with assessment groups, activities and/or resources.*
Assessment support in place, including leadership, committees, dedicated faculty, funding	☐ The department has an active Department Assessment Committee (DAC) in place to effectively support assessment practice.	☐ The department has a Department Assessment Committee (DAC) in place, but it only reviews data when required.	☐ The department does not a Department Assessment Committee (DAC).	*List of supports, including leadership, dedicated faculty, funding.*

Immediate future of assessment practice	☐ The department has concrete plans for next steps with goals, roles and timelines.	☐ The department has plans for next steps but they are not yet clear or feasible.	☐ The department does not yet have plans for next steps or plans are stalled.	*List of next steps for assessment*

Based on the self-assessment, what is one area that the department will approve on starting this academic year:

Assessment Cycle Grid: Use this grid to document assessments in different stages of progress, attaching any documents referenced. See example in the first row below.

(1) CAEP Standard (Year)	(2) Assessment Method	(3) Assessment Findings	(4) Use of Findings	(5) Proposed Change
EX: CAEP Standard 1: Content and Pedagogical Knowledge	*EX: CAEP Common Assessment or Other Assessment/Evaluation Data: QCTPA Data*	*For the QCTPA Component Impact on Student Learning, candidates in [blank] program (average score = 2.72) and [blank] program (average score = 2.9) scored below the 3.0 benchmark (proficient) and the EPP mean (3.27). This component requires candidates to design formative assessments to monitor student learning, analyze evidence of student learning, and provide feedback to their students.*	*Greater integration of formative assessment to monitor and analyze student learning into each transition point in the program curriculum.*	*Reviewed backwards planning for these two programs and will include a minimum of two class sessions on formative assessment in Course X, which is a T2: Progression course.*

Re-Assessment Grid: Use this grid to document the re-assessment process for changes due to past assessment cycles. If any additional data are needed, contact the Office of Assessment and Accreditation.

(1) Change Made (Year)	(2) Method for Assessing Outcome Changes	(3) Outcome Change Findings	(4) Discussion of Need for Additional Changes	Notes / Attachments

Overall Comments:

Assessment Progress Report: Initial EPP Programs

Department: **Academic Year:**

This progress report has two parts: the **Self-Assessment Rubric** and the **Assessment Cycle Grids**.
The purpose of the **rubric** is to serve as a guide for discussion in your department or program towards a strong foundation for sustainable assessment practice.
The purpose of the **grids** is to document recent assessment practice according to the stages of the assessment cycle: state learning objectives, map to assessments, select methods, analyze data, and use results for improvements. ("Closing the loop")

*Keep in mind that the aim of assessment is **improvement over time**. The assessment you put into practice should be **useful, actionable, manageable, and sustainable**. The information that you provide will help your department and program with their regular Academic Program Review and be used to determine what type of assistance departments and programs need from the College.*

Self-Assessment Rubric: Mark one category per row and include evidence for each element referenced.

Capacity Criteria	Developed	Emerging	Needs Work	*Notes / Attachments*
Course Learning Objectives in place	☐ All courses offered by the department include course learning objectives that are student-friendly, observable, and aligned with the EPP Clinical Competencies and Content Standards.	☐ All courses offered by the department include course learning objectives aligned to Content Standards.	☐ Not all departmental courses have student learning objectives.	*Link to archive of sample syllabi*
Program Learning Objectives in place	☐ Each **departmental program** has program learning objectives that are student-friendly, observable, aligned with the EPP Clinical Competencies and Content Standards.	☐ **Each program** has learning objectives but are aligned to Content Standards.	☐ Not all departmental programs have overall learning outcomes.	*Program Learning Outcomes Document*

Capacity Criteria	Developed	Emerging	Needs Work	*Notes / Attachments*
Curriculum Map in place	☐ The department has its curricular offerings aligned with the EPP Transition Points accessible and clearly visible to others on departmental materials.	☐ The department has its curricular offerings aligned with the EPP Transition Points but the courses are not visible or easily found on departmental materials.	☐ The department does not yet explicitly tie curricular offerings the EPP Transition Points.	*Curriculum Map Document*

Capacity Criteria	Developed	Emerging	Needs Work	*Notes / Attachments*
Assessment Plan in place	☐ Outside of what is required by CAEP, the department has a plan in place aimed at assessing all program learning objectives over time, and includes goals, strategies, resources and a timeline.	☐ The department only engages in what CAEP requires and does not systematically assess all program learning objectives (e.g., is primarily focused on short-term or discrete projects).	☐ The department does not do any assessing related to CAEP or otherwise.	*Assessment Plan Document*
Re-Assessment of Changes Made in place	☐ Outside of what is required by CAEP, the department regularly re-assesses the changes that were made during previous assessment cycles by collecting and analyzing data that compares current outcomes to outcomes before the changes.	☐ Outside of what is required by CAEP, the department sometimes collects and analyzes data to determine if changes made during previous assessment cycles have impacted outcomes but this is informal or inconsistent.	☐ The department does not re-assess changes made outside of CAEP.	*Re-Assessment Grid (below)*
Level of Inclusivity in departmental assessment activities	☐ Coordinated efforts are made to include all department members in conversations around assessment and to take a collaborative approach to articulate learning objectives, and implement change.	☐ Some effort is made to include all members of the department in conversations around assessment; coordinated efforts are piecemeal.	☐ Little effort is made to include all members of the department in conversations around assessment; there is no coordinated effort yet.	*Description of coordinated department or program assessment efforts.*
Level of engagement with QC's assessment community and resources*	☐ The department demonstrates high engagement with campus assessment groups and resources.	☐ The department demonstrates moderate engagement with campus assessment groups and resources	☐ The department demonstrates little to no engagement with campus assessment groups and resources.	*List of faculty members' participation with assessment groups, activities and/or resources.*
Assessment support in place, including leadership, committees, dedicated faculty, funding	☐ The department has an active Department Assessment Committee (DAC) in place to effectively support assessment practice.	☐ The department has a Department Assessment Committee (DAC) in place, but it only reviews data when required.	☐ The department does not a Department Assessment Committee (DAC).	*List of supports, including leadership, dedicated faculty, funding.*

Immediate future of assessment practice	☐ The department has concrete plans for next steps with goals, roles and timelines.	☐ The department has plans for next steps but they are not yet clear or feasible.	☐ The department does not yet have plans for next steps or plans are stalled.	*List of next steps for assessment*

Based on the self-assessment, what is one area that the department will approve on starting this academic year:

Assessment Cycle Grid: Use this grid to document assessments in different stages of progress, attaching any documents referenced. See example in the first row below.

(1) CAEP Standard (Year)	(2) Assessment Method	(3) Assessment Findings	(4) Use of Findings	(5) Proposed Change
EX: CAEP Standard 1: Content and Pedagogical Knowledge	*EX: CAEP Common Assessment or Other Assessment/Evaluation Data: QCTPA Data*	*For the QCTPA Component Impact on Student Learning, candidates in [blank] program (average score = 2.72) and [blank] program (average score = 2.9) scored below the 3.0 benchmark (proficient) and the EPP mean (3.27). This component requires candidates to design formative assessments to monitor student learning, analyze evidence of student learning, and provide feedback to their students.*	*Greater integration of formative assessment to monitor and analyze student learning into each transition point in the program curriculum.*	*Reviewed backwards planning for these two programs and will include a minimum of two class sessions on formative assessment in Course X, which is a T2: Progression course.*

Re-Assessment Grid: Use this grid to document the re-assessment process for changes due to past assessment cycles. If any additional data are needed, contact the Office of Assessment and Accreditation.

(1) Change Made (Year)	(2) Method for Assessing Outcome Changes	(3) Outcome Change Findings	(4) Discussion of Need for Additional Changes	Notes / Attachments

Overall Comments:

EPP/School of Ed Assessment Plan Template

For Academic Departments and Programs

Department: _____ **Current Semester:** _____

Assessment Plan for Part I: Use this grid to document your plans for departmental/programmatic assessment for the upcoming year related to the Self-Assessment Grid, attaching any documents referenced. *Keep in mind that the aim of assessment is* ***improvement over time****. Assessment should be* ***useful, actionable, manageable, and sustainable****.*

(1) Capacity Criteria to be Assessed (from Self-Assessment Rubric)	(2) Assessment Methods/Tools/Measures and Timeline	(3) What Metrics/Criteria Constitute Successful Achievement?

Assessment Plan for Part II: Use this grid to document your plans for departmental/programmatic assessment for the upcoming year related to the Assessment Cycle Grid, attaching any documents referenced. *Keep in mind that the aim of assessment is* ***improvement over time****. Assessment should be* ***useful, actionable, manageable, and sustainable****.*

(1) Change to be Assessed (from Assessment Cycle Grid)	(2) Assessment Methods/Tools/Measures and Timeline	(3) What Metrics/Criteria Constitute Successful Achievement?

Overall Comments (optional):

EPP/School of Ed

Assessment Results Report Template

For Academic Departments and Programs

Department: _____ **Current Semester:** _____

Assessment Results Part I:

Use this document to document the results from the Assessment Plan for Part I: Self-Assessment Rubric Section.

(1) Capacity Criteria Assessed (from Self-Assessment Rubric)	(2) Assessment Methods/ Tools/ Measures and Timeline	(3) What Metrics/Criteria Constitute Successful Achievement?

(4) Observed Results of the Assessment

Depending on your data, complete ONE of the following two sections.

- If you determine that the outcomes meet the successful achievement criteria you set out, complete the **Final Report** Section and delete the Assessment Action Plan Section.
- If you determine that the outcomes do not meet the successful achievement criteria you set out, complete the **Assessment Action Plan** Section and delete the Final Report Section.

(5) Final Report.

Reflect on your assessment cycle.

- What are your main takeaways from the assessment data?
- If you have implemented changes, how have your assessment results changed over time? What has been the impact of these changes?
- What is your plan for disseminating the results of this assessment cycle?
- Add any additional reflections or comments you may have. (optional)

OR

(5) Assessment Action Plan.

(a) Discuss how the results of the assessment (Box 4) compare with your metrics/criteria for successful achievement (Box 3) above.

(b) List the changes that will be made in the coming year to improve the designated area selected toward your metric(s) for successful achievement. Include who will be responsible for these changes, and the timeline for implementation. *Examples of changes may include: curricular changes; development of materials, modules, courses; improving student support; building community connections, changing methods/tools/measures to better measure the course objectives, adapting course objectives to better reflect goals, ...*

(c) Update Boxes (1), (2), and (3) below to reflect the assessment that will take place to determine the efficacy of the changes that you are implementing for the Self-Assessment Criteria Grid.

(1) Assessed Capacity Criteria	**(2) Assessment Methods/Tools/Measures and Timeline**	**(3) What Constitutes Successful Achievement of the Objective?**

(d) Add any additional reflections or comments here: (optional)

Assessment Results Part II:

Use this section to document the results from the Assessment Cycle Grid Section.

(1) Change Assessed from Assessment Cycle Grid	**(2) Assessment Methods/Tools/Measures and Timeline**	**(3) What Metrics/Criteria Constitute Successful Achievement?**
(4) Observed Results of the Assessment		

Depending on your data, complete ONE of the following two sections.

- If you determine that the outcomes meet the successful achievement criteria you set out, complete the **Final Report** Section and delete the Assessment Action Plan Section.
- If you determine that the outcomes do not meet the successful achievement criteria you set out, complete the **Assessment Action Plan** Section and delete the Final Report Section.

(5) Final Report.

Reflect on your assessment cycle.

- What are your main takeaways from the assessment data?
- If you have implemented changes, how have your assessment results changed over time? What has been the impact of these changes?
- What is your plan for disseminating the results of this assessment cycle?
- Add any additional reflections or comments you may have. (optional)

OR

(5) Assessment Action Plan.

(a) Discuss how the results of the assessment (Box 4) compare with your metrics/criteria for successful achievement (Box 3) above.

(b) List the changes that will be made in the coming year to improve the designated area selected toward your metric(s) for successful achievement. Include who will be responsible for these changes, and the timeline for implementation. *Examples of changes may include: curricular changes; development of materials, modules, courses; improving student support; building community connections, changing methods/tools/measures to better measure the course objectives, adapting course objectives to better reflect goals, ...*

(c) Update Boxes (1), (2), and (3) below to reflect the assessment that will take place to determine the efficacy of the changes that you are implementing for the Assessment Cycle Grid.

(1) Assessed Capacity Criteria	(2) Assessment Methods/Tools/Measures and Timeline	(3) What Constitutes Successful Achievement of the Objective?

(d) Add any additional reflections or comments here: (optional)

End Notes

[i] The EPP reviewed and approved the use of the practice QCTPA components across transition points in initial programs as a key assessment in the Spring 2024 (EPP Assessment Committee Meeting on March 5, 2024; EPP Steering Committee Meeting Minutes on March 26, 2024)

[ii] The EPP agreed to require programs to maintain an 80% pass rate on the New York State Teacher Certification Exams. Therefore, any program that falls below the 80% pass rate on the Content Specialty Test or the Educating All Students Exam must submit an action plan on how the program plans to address the low pass rate. Title II pass rates will be shared with the programs beginning in Fall 2025 (EPP Assessment Committee Meeting Minutes on May 7, 2024.

[iii] The EPP developed an EPP-wide Teacher Performance Assessment (the Queens College Teacher Portfolio Assessment – QCTPA) implemented in Fall 2023 with program completers. The EPP programs then integrated the QCTPA components into each transition point to address multiple measures of candidates' knowledge and skills and provide data for program improvement and accreditation requirements. Materials related to this work can be found in meeting minutes across the EPP's committees. (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 Advanced Programs Capstone Assessment was validated in the Fall 2024 and approved for implementation in the Spring 2025 (EPP Advanced Programs Meeting on October 1, 2024; EPP Advanced Programs Meeting on February 11, 2025;

[v] 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.

[vi] In the Fall 2024, the EPP Departmental Assessment Committees adopted new forms to streamline and coincide with the college assessment process (EPP Assessment Committee Meeting on October 9, 2024; EPP Assessment Committee Meeting on November 21, 2024; EPP Steering Committee Meeting on November 25, 2024).

[vii] 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.

[viii] As of the Spring 2023 semester, ProCADS at Transition Point 1 (T1) is completed via SurveyMonkey to allow entering candidates 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.

[ix] The Early Childhood program faculty changed the Transition Point 2 course and assessments from EECE 525 to EECE 725 effective Spring 2026.

[x] The Literacy program faculty added a new Transition Point 3 Assessment in EECE 782 effective Spring 2026.

[xi] The Special Education program faculty revised the Early Childhood Special Education Programs. The programs were approved by NYSED in Summer 2025 and began accepting candidates for matriculation in Spring 2026.

[xii] 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.