

CAEP ACCOUNTABILITY MEASURE 1

CAEP Accountability Measure 1: Completer effectiveness and impact on P-12 student learning and completer effectiveness in applying professional knowledge, skills, and dispositions.

To demonstrate Impact on P-6 Learning and Development, the EPP has established a standard procedure incorporating three to four pieces of evidence. Historically, the EPP evaluated candidates' ability to influence student learning and development through comparisons of completers' performance on the edTPA during practical experiences. With the state of New York's decision on April 27, 2022 to remove the edTPA from teacher certification requirements, followed by CUNY's initiation of a CUNY-wide Teacher Performance Assessment (TPA), the EPP developed its own interim TPA approved by CUNY (i.e., Medgar Evers College Teacher Performance Assessment – MECTPA). The EPP reports Baseline Measures of impact on P-6 learning and development from a random sample from the MECTPA.

Upon entering the workforce, the EPP typically seeks external feedback on completers' initial teaching abilities using NYC Annual Evaluations of Teacher Performance based on the Danielson framework. For 2023 program completers who were hired in the Fall 2023, a full year of professional teaching has not yet occurred in order for employers to complete these assessments. Once this data becomes available the EPP will work to obtain the data for all completers working for the state of New York.

Notably, from 2020 to 2022, program completers were granted "Emergency COVID licenses" by the state, which ceased issuance as of September 1, 2022. The 2023 completers represent the first post-pandemic cohort required to undergo certification exams for licensure. This report includes clinical practice data across programs to support CAEP Accountability Measure 1. The EPP structure mandates that CSE candidates complete one semester in a special education placement and another in a general education setting. Special education assessments align with CEC standards, while assessments during the general education semester adhere to CAEP Elementary Standards. For this report, the general education semester is referred to as CE.

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The following measures are used by the EPP to address Accountability Measure 1: Impact on P-6 Learning and Development:

(a) Baseline Measures – Performance in Clinical Practice: MECTPA (4th lesson)

A small random sample of completers' MECTPA (4th lesson) is summarized below. Candidates taught a total of four lessons and received targeted feedback from their cooperating teacher and clinical supervisor after each lesson. All but one student met the 'target' level of performance in all areas. Similar performance was seen for ECSE completers (Table 1.1), CSE completers (Table 1.2), and CE completers (Table 1.3).

Table 1.1: Clinical Practice Baseline Performance – ECSE Program Completers (2023) – (random sample from Clinical Practice 2022-2023)

Assessment Area	# of completers (random sample)	Mean Score	Exemplary (4)	Target (3)	Emerging (2)	Unsatisfactory (1)
Task 1 - Planning						
Conceptualizing Essay	5	3.4	2	3	0	0
Task 2 - Implementation						
Lesson Plans	5	3.6	3	2	0	0
Instruction	5	3.6	3	2	0	0
Task 3 - Assessment						
Assessments	5	3.0	2	2	1	0
Task 4 - Reflection						
	5	3.8	4	1	0	0

Table 1.2: Clinical Practice Baseline Performance – CSE Program Completers (2023) – (random sample from Clinical Practice 2022-2023)

Assessment Area	# of completers (random sample)	Mean Score	Exemplary (4)	Target (3)	Emerging (2)	Unsatisfactory (1)
Task 1 - Planning						
Conceptualizing Essay	5	3.8	4	1	0	0
Task 2 - Implementation						
Lesson Plans	5	3.6	3	2	0	0

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Instruction	5	3.6	3	2	0	0
Task 3 - Assessment						
Assessments	5	3.6	3	2	0	0
Task 4 - Reflection						
	5	3.6	3	2	0	0

Table 1.3: Clinical Practice Baseline Performance – CE Program Completers (2023) – (random sample from Clinical Practice 2022-2023)

Assessment Area	# of completers (random sample)	Mean Score	Exemplary (4)	Target (3)	Emerging (2)	Unsatisfactory (1)
Task 1 - Planning						
Conceptualizing Essay	5	3.4	2	3	0	0
Task 2 - Implementation						
Lesson Plans	5	3.6	3	2	0	0
Instruction	5	3.6	3	2	0	0
Task 3 - Assessment						
Assessments	5	3.4	2	3	0	0
Task 4 - Reflection						
	5	3.6	3	2	0	0

(b) Candidate Impact on P-6 Student Learning Outcome on NYS Standardized Tests in ELA and Math

i. Date not available

(c) NYC Avaluation Data – Danielson

i. Data not available