Fig. 1.1a: EPP Progression on INTASC Standards

Education Core Curriculum & Early Field Experiences

(INTASC 1,2, 3)

Content Knowledge Entry to BA & Concentration

English, Math , Science, Social Studies [Psychology]
(INTASC 4,5,6)

Clinical Practice

From Conceptualization to Reflection

(INTASC 6, 7, 8)

Action Research & Licensure

(INTASC 6, 7, 9, 10)
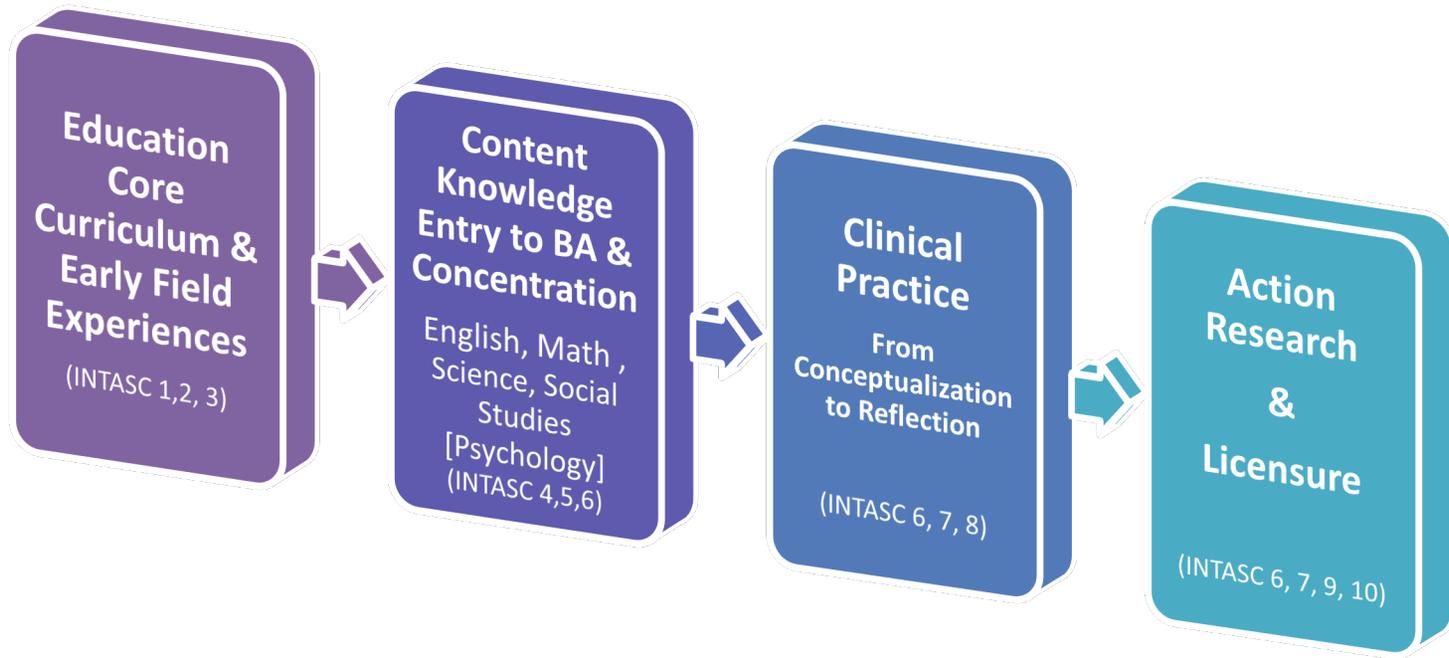
STANDARD 1: LIST OF TABLES, FIGURES AND CHARTS

Table 1.1: EPP Alignment with INTASC Standards

	INTASC STANDARD 1 LEARNER DEVELOPMENT	INTASC STANDARD 2 LEARNING DIFFERENCES	INTASC STANDARD 3 LEARNING ENVIRONMENTS	INTASC STANDARD 4 CONTENT KNOWLEDGE	INTASC STANDARD 5 APPLICATION OF CONTENT	INTASC STANDARD 6 ASSESSMENT	INTASC STANDARD 7 PLANNING INSTRUCTION	INTASC STANDARD 8 INSTRUCTIONAL STRATEGIES	INTASC STANDARD 9 PROFESSIONAL ETHICAL PRACTICE	INTASC STANDARD 10 LEADERSHIP COLLABORATION
CAEP STANDARDS										
CAEP Standard 1 **Content and Pedagogical Knowledge**	X	X	X	X	X	X	X	X	X	
CAEP Standard 2 **Clinical Partnerships and Practice**									X	X
CAEP Standard 3 **Candidate Quality, Recruitment, and Selectivity**										
CAEP Standard 4 **Program Impact**	X				X	X	X	X		
CAEP Standard 5 **Provider Quality Assurance and Continuous Improvement**										
MEC STANDARDS										
MEC Standard 1 **Knowledge**	X	X	X	X						
MEC Standard 2			X		X				X	X

	INTASC STANDARD 1 LEARNER DEVELOPMENT	INTASC STANDARD 2 LEARNING DIFFERENCES	INTASC STANDARD 3 LEARNING ENVIRONMENTS	INTASC STANDARD 4 CONTENT KNOWLEDGE	INTASC STANDARD 5 APPLICATION OF CONTENT	INTASC STANDARD 6 ASSESSMENT	INTASC STANDARD 7 PLANNING INSTRUCTION	INTASC STANDARD 8 INSTRUCTIONAL STRATEGIES	INTASC STANDARD 9 PROFESSIONAL ETHICAL PRACTICE	INTASC STANDARD 10 LEADERSHIP COLLABORATION
Personal and Global Consciousness										
MEC Standard 3 **Analytic Ability**						X				
MEC Standard 4 **Creativity**					X	X	X	X		
MEC Standard 5 **Professionalism**							X		X	X
MEC Standard 6 **Effective Communication**					X					X
MEC Standard 7 **Collaboration**									X	X
MEC Standard 8 **Commitment and Care**	X	X	X	X	X	X	X	X	X	X
CEC INITIAL PREPARATION STANDARDS	INTASC STANDARD 1 LEARNER DEVELOPMENT	INTASC STANDARD 2 LEARNING DIFFERENCES	INTASC STANDARD 3 LEARNING ENVIRONMENTS	INTASC STANDARD 4 CONTENT KNOWLEDGE	INTASC STANDARD 5 APPLICATION OF CONTENT	INTASC STANDARD 6 ASSESSMENT	INTASC STANDARD 7 PLANNING INSTRUCTION	INTASC STANDARD 8 INSTRUCTIONAL STRATEGIES	INTASC STANDARD 9 PROFESSIONAL ETHICAL PRACTICE	INTASC STANDARD 10 LEADERSHIP COLLABORATION
CEC IP Standard 1 **Learner Development and Individual Learning Differences**	X	X		X	X		X	X		
CEC IP Standard 2 **Learning Environments**			X				X	X		
CEC IP Standard 3		X		X				X		

Curricular Content Knowledge										
CEC IP Standard 4 **Assessment**		X		X		X				
CEC IP Standard 5 **Instructional Planning and Strategies**		X		X		X	X	X		
CEC IP Standard 6 **Professional Learning and Ethical Practice**							X		X	X
CEC IP Standard 7 **Collaboration**								X	X	X
NAEYC STANDARDS										
NAEYC Standard 1 **Relationships**	X						X		X	X
NAEYC Standard 2 **Curriculum**				X			X			
NAEYC Standard 3 **Teaching**	X	X	X	X		X	X	X		
NAEYC Standard 4 **Assessment of Child Progress**		X		X		X	X	X		
NAEYC Standard 5 **Health**	X								X	
NAEYC Standard 6 **Teachers**									X	X
NAEYC Standard 7 **Families**									X	X

	INTASC STANDARD 1 LEARNER DEVELOPMENT	INTASC STANDARD 2 LEARNING DIFFERENCES	INTASC STANDARD 3 LEARNING ENVIRONMENTS	INTASC STANDARD 4 CONTENT KNOWLEDGE	INTASC STANDARD 5 APPLICATION OF CONTENT	INTASC STANDARD 6 ASSESSMENT	INTASC STANDARD 7 PLANNING INSTRUCTION	INTASC STANDARD 8 INSTRUCTIONAL STRATEGIES	INTASC STANDARD 9 PROFESSIONAL ETHICAL PRACTICE	INTASC STANDARD 10 LEADERSHIP COLLABORATION
NAEYC Standard 8 **Community Relations**									X	X
NAEYC Standard 9 **Physical Environment**		X	X				X	X		
NAEYC Standard 10 **Leadership and Management**									X	X
ACEI STANDARDS										
ACEI Standard 1 **Development Learning and Motivation**	X	X	X	X		X				
ACEI Standard 2 **Curriculum**		X	X			X				
ACEI Standard 3 **Instruction**	X	X	X	X	X		X	X		
ACEI Standard 4 **Assessment**	X	X	X	X	X	X				
ACEI Standard 5 **Professionalism**					X				X	X

5

Table 1.1a: BA Program Sequence – ECSE

EARLY CHILDHOOD SPECIAL EDUCATION

AA *Teacher Education – 4-Semester Course Sequence*	
All students should meet with their Advisor regularly to discuss their degree progress and review their academic and educational plans. This course sequence is a guide. Students should check the MEC website for the latest in degree requirements.	
Developmental Coursework Completed During Intersession Prior	
(For Students with Developmental Education Coursework Remaining in Semester 1,	
Summer/Winter Course-Taking is Highly Advised)	
Semester 1	
☐ ENGL 112- College Composition I CREDITS	3
☐ MTH 136- Algebra/Trigonometry CREDITS	3
☐ ART 100- Introduction to World Art CREDITS	3
☐ BIO 101- Introduction to Science of Biology CREDITS	3
☐ SSC 101- Culture, Society, and Social Change CREDITS	3
☐ FS 101- Freshmen Seminar I CREDIT	1
TOTAL- 16 CREDITS	
Semester 2	
☐ ENGL 150 – College Composition II CREDITS	3
☐ BIO 211 – Biotechnology & Society CREDITS	3
☐ PSYC 101 – Introduction to Psychology CREDITS	3
☐ EDUC 102 – Introduction to the Learner CREDITS	2
☐ EDUC 501 - Early Field Experience: Shadowing Professionals CREDITS	0
☐ MTH 231- Math for Teachers **OR**	
☐ MTH 220– College Geometry CREDITS	3

☐ FS 102- Freshman Seminar II		1
CREDIT		
TOTAL- 15 CREDITS		
Semester 3		
☐ ENGL 212 – World Literature: The Evolving Canon		3
CREDITS		
☐ HIST 200 – The Growth and Development of the U.S.		3
CREDITS		
☐ GEOG 101 – Regional Geography		3
CREDITS		
☐ EDUC 110 – Health, Fitness, & Safety for Teachers		1
CREDIT		
☐ EDUC 152 – Introduction to Special Education		2
CREDITS		
☐ EDUC 502 - EFE: Observing Learners		0
CREDITS		
☐ EDUC 231 – Child Development		3
CREDITS		
☐ EDUC 503 – EFE: Parents/Communities as School Partners		0
CREDITS		
TOTAL- 15 CREDITS		
Semester 4		
☐ ENGL 209 – Children's Literature		3
CREDITS		
☐ MUS 100 – Introduction to World Music		3
CREDITS		
☐ EDUC 350 – Computers in Education		2
CREDITS		
☐ EDUC 504 – EFE: Technology in the Classroom		0
CREDIT		
☐ EDUC 355- Critical Issues in the History of Education		3
CREDITS		
☐ HIST 201- African American History & Culture		3
CREDITS		
☐ EDU 496 - Critical Writing/Reading Seminar		0
CREDITS		
☐ EDU 498 – Temporarily Suspended		0
CREDITS		
TOTAL- 14 CREDITS		
OVERALL TOTAL= 60		
Associate Degree Completion		
Minimum 3.0 GPA (C Average) Required for Graduation		
BACHELOR OF EARLY CHILDHOOD SPECIAL EDUCATION		
Semester 5		

☐ EDUC 311 – Teaching Elementary Reading I CREDITS	3
☐ EDUC 505 – Field Experience Working with Individuals Learners CREDIT	0
☐ EDUC 315 – Teaching Elementary Math CREDITS	3
☐ EDUC 307– Foundations of Educational Psychology CREDITS	3
☐ EDUC 499 NYSTCE Seminar EAS 0 CREDIT	
☐ EDUC 252- Foundations of Early Intervention 2 CREDITS	
☐ Liberal Arts, Science or Math Concentration Courses 4 CREDITS	3 or
TOTAL- 14 or 15 CREDITS	
Semester 6	
☐ EDUC 312 – Teaching Elementary Reading II CREDITS	3
☐ EDUC 506 – Field Experience Working with Small Groups of Learners CREDIT	0
☐ EDUC 381 – Reading Methods for Exceptional Learners CREDITS	3
☐ EDUC 253 – Assessment, Treatment & Service for Infants & Toddlers CREDITS	3
☐ EDUC 509 – Field Experience Assessment CREDIT	0
☐ EDUC 301 – Principles of Early Childhood Education CREDITS	2
☐ EDUC 310 – Students with Behavior Disorders CREDITS	2
☐ EDUC 495 – Content Specialty Test - Student with Disabilities Seminar CREDIT	0
☐ Liberal Arts, Science and Math Concentration CREDITS	3 or 4
TOTAL-16-17 CREDITS	
SEMESTER 7	
☐ EDUC 302 Curriculum and Instruction Early Child Special Education CREDITS	2
☐ EDUC 507 Field Experience: Curriculum Research CREDIT	0
☐ EDUC 481 Clinical Practice Seminar I CREDIT	1
☐ EDUC 491 Clinical Practice I CREDITS	4

☐	Liberal Arts, Science and Math Concentration CREDITS	3-4
☐	Liberal Arts, Science and Math Concentration CREDITS	3-4
TOTAL 13-15 CREDITS		
edTPA		
SEMESTER 8		
☐	EDUC 482 Clinical Practice Seminar II CREDIT	1
☐	EDUC 492 Clinical Practice II CREDITS	4
☐	EDUC 494 CST Multi-subject NYSTCE Seminar CREDIT	0
☐	Liberal Arts, Science and Math Concentration CREDITS	3-4
☐	Liberal Arts, Science and Math Concentration CREDITS	3-4
☐	Liberal Arts, Science and Math Concentration CREDITS	3-4
▪ TOTAL 15-17 CREDITS		

Table 1.1b: BA Program Sequence - CSE

CHILDHOOD SPECIAL EDUCATION	
AA Teacher Education – 4-Semester Course Sequence	
All students should meet with their Advisor regularly to discuss their degree progress and review their academic and educational plans. This course sequence is a guide. Students should check the MEC website for the latest in degree requirements.	
Developmental Coursework Completed During Intersession Prior	
(For Students with Developmental Education Coursework Remaining in Semester 1,	
Summer/Winter Course-Taking is Highly Advised)	
Semester 1	
☐ ENGL 112- College Composition I	3 CREDITS
☐ MTH 136- Algebra/Trigonometry	3 CREDITS
☐ ART 100- Introduction to World Art	3 CREDITS
☐ BIO 101- Introduction to Science of Biology	3 CREDITS
☐ SSC 101- Culture, Society, and Social Change	3 CREDITS
☐ FS 101- Freshmen Seminar I	1 CREDIT
TOTAL- 16 CREDITS	
Semester 2	
☐ ENGL 150 – College Composition II	3 CREDITS
☐ BIO 211 – Biotechnology & Society	3 CREDITS
☐ PSYC 101 – Introduction to Psychology	3 CREDITS
☐ EDUC 102 – Introduction to the Learner	2 CREDITS
☐ EDUC 501 - Early Field Experience: Shadowing Professionals	0 CREDITS
☐ EDUC 152 – Introduction to Special Education	2 CREDITS
☐ EDUC 502 - EFE: Observing Learners	0 CREDITS
☐ FS 102- Freshman Seminar II	1 CREDIT
TOTAL- 16 CREDITS	
Semester 3	
☐ ENGL 212 – World Literature: The Evolving Canon	3 CREDITS

☐	HIST 200 – The Growth and Development of the U.S. CREDITS	3
☐	MTH 231- Math for Teachers **OR**	
☐	MTH 220– College Geometry CREDITS	3
☐	GEOG 101 – Regional Geography CREDITS	3
☐	EDUC 110 – Health, Fitness, & Safety for Teachers CREDIT	1
☐	EDUC 231 – Child Development CREDITS	3
☐	EDUC 503 – EFE: Parents/Communities as School Partners CREDITS	<u>0</u>
TOTAL- 16 CREDITS		
Semester 4		
☐	ENGL 209 – Children's Literature CREDITS	3
☐	MUS 100 – Introduction to World Music CREDITS	3
☐	EDUC 350 – Computers in Education CREDITS	2
☐	EDUC 504 – EFE: Technology in the Classroom CREDIT	0
☐	EDUC 355- Critical Issues in the History of Education CREDITS	3
☐	HIST 201- African American History & Culture CREDITS	3
☐	EDU 496 - Critical Writing/Reading Seminar CREDITS	0
☐	EDU 498 – Temporarily Suspended CREDITS	0
TOTAL- 14 CREDITS		
OVERALL TOTAL= 60		
Associate Degree Completion		
Minimum 2.0 GPA (C Average) Required for Graduation		
BACHELOR OF CHILDHOOD SPECIAL EDUCATION		
Semester 5		
☐	EDUC 311 – Teaching Elementary Reading I CREDITS	3
☐	EDUC 505 – Working with Individuals Learners CREDIT	0
☐	EDUC 315 – Teaching Elementary Math CREDITS	3

☐ EDUC 307 – Foundations of Education CREDITS		3
☐ EDUC 203 – Introduction to Developmental Disabilities CREDITS		2
☐ EDUC 499- NYSTCE: EAS Seminar CREDIT		0
☐ Foreign Language 1 CREDITS		3
☐ Liberal Arts, Science or Math Concentration Courses 4 CREDITS		3 or
TOTAL- 16 or 17 CREDITS		
Semester 6		
☐ EDUC 312 – Teaching Elementary Reading II CREDITS		3
☐ EDUC 506 – Working with Small Groups of Learners CREDIT		0
☐ EDUC 381 – Reading Methods for Exceptional Learners CREDITS		3
☐ EDUC 340 – Assessment in Education CREDITS		3
☐ EDUC 508 – Field Experience Assessment Education CREDIT		0
☐ EDUC 310 – Students with Behavior Disorders CREDITS		2
☐ EDUC 495 – Content Specialty Test - Student with Disabilities Seminar 0 CREDIT		
☐ EDUC 314 or EDUC 317: Teaching Soc Std or Sci CREDITS		3
☐ Liberal Arts, Science and Math Concentration CREDITS		3
TOTAL-17-18 CREDITS		
SEMESTER 7		
☐ EDUC 457 Curriculum Research & Design CREDITS		2
☐ EDUC 507 Field Experience: Curriculum Research CREDIT		0
☐ EDUC 481 Clinical Practice Seminar I CREDIT		1
☐ EDUC 491 Clinical Practice I CREDITS		4
☐ Liberal Arts, Science and Math Concentration CREDITS		3-4
☐ Foreign Language 2 CREDITS		3
☐ edTPA		

TOTAL 13-14 CREDITS	
SEMESTER 8	
☐ EDUC 482 Clinical Practice Seminar II CREDIT	1
☐ EDUC 494 Content Specialty Test Multi-subject 1-6 Seminar CREDIT	0
☐ EDUC 492 Clinical Practice II CREDITS	4
☐ Liberal Arts, Science and Math Concentration CREDITS	3-4
☐ Liberal Arts, Science and Math Concentration CREDITS	3-4
Total 11-13 CREDITS	

Table 1.1c: BA Program Sequence - CE

RECOMMENDED SEQUENCE OF STUDY CHILDHOOD EDUCATION					
SEMESTER	**COURSE**			**CREDITS**	**CUM**
1	ENGL	112	College Composition I	3	
	BIO	101	Introduction to the Science of Biology		
		3			
			Or	3	
	PHS	101	Introduction to Physical Science	3	
	ART	100	Introduction to World Art	3	
	MUS	100	Introduction to World Music	3	
	SPCH	102	Fundamentals of Speech	1	**16**
	FS	101	Freshman Seminar I		
2	ENGL	150	College Composition II	3	
	MTH	136	Algebra and Trigonometry	3	
	PSYC	101	Introduction to Psychology	3	
	EDUC	102	Intro to World of the Learner	2	
	EDUC	501	Shadowing Professionals	0	
	EDUC	152	Introduction to Special Education	2	
	EDUC	502	Observation in Education	0	
	EDUC	496	NYSTCE Workshop: Critical Reading	0	**14**
	FS	102	Freshman Seminar II	1	
3	ENGL	209	Intro to Children's Lit	3	
	MTH	220	College Geometry		
			Or		
	MTH	231	Math for Elementary Education	3	
	HIST	200	Growth and Development of USA	3	
	EDUC	497	NYSTCE Workshop: Critical Writing	0	
		XXX	Liberal Arts Elective/Concentration	3	
		XXX	Liberal Arts Elective/Concentration	3	**15**
4	HIST	201	African American History and Culture	3	
	EDUC	231	Child Development	3	
	EDUC	503	Parent/Community as School Partners	0	
	EDUC	350	Computers in Education	3	
	EDUC	504	Technology in the Classroom	0	
	EDUC	498	NYSTCE Workshop: ALST	0	
	GEOG	204	Regional Geography	3	
		XXX	Liberal Arts Elective/Concentration	3	
	FL	102	Foreign Language I	3	**18**
		3			
	AA Degree – Admittance to the BA Degree Program				**63 cr.**
5	EDUC	311	Teaching Elementary Reading	3	
	EDUC	457	Curriculum Research and Design	2	
	EDUC	505	Working with Individual Learners	0	
	EDUC	315	Teaching Math	3	

	ENGL	212	Masterpieces of World Literature	3	
	EDUC	494	Content Specialty Test: Multi-Subject	0	
		Workshop		3	
		XXX	Liberal Arts Concentration	3	17
		XXX	Liberal Arts Concentration		
			Take NYSTCE CST Multi-Subject Examination		
6	EDUC	312	Teaching Reading II	3	
	EDUC	506	Working with Small Groups Learners	0	
	EDUC	314	Teaching of Elementary Social Studies Or		
	EDUC	317	Teaching of Elementary Science	2	
	EDUC	381	Reading Methods for Exceptional	2	
	Learners	2		3	
	EDUC	340	Assessment in Education	3	
	FL	102	Foreign Language II	3	16
		XXX	Liberal Arts Concentration		
7	EDUC	481	Clinical Practice Seminar I	1	
	EDUC	491	Clinical Practice I	4	
	EDUC	307	Foundations of Educational Psychology	3	
	EDUC	499	NYSTCE: EAS	0	
		XXX	Liberal Arts Concentration	3	
		XXX	Liberal Arts Concentration	3	
			Take NYSTCE Educating All Students (EAS)		
			&		
			Complete ed-TPA portfolio		14
8	EDUC	482	Clinical Practice Seminar II	1	
	EDUC	492	Clinical Practice II	4	
	EDUC	355	Critical Issues in Education	2	
	EDUC	110	Health, Fitness & Safety for Teachers	1	
		XXX	Liberal Arts Concentration	3	
		XXX	Liberal Arts Concentration	3	14
			edTPA submission		
					124

Table 1.1d: Entry Level Academic Content Knowledge Coursework

Program Concentration Areas	N and Mean GPAs for Candidates			N and Mean GPAs for Non-Candidates		
	2015	2016	2017	2015	2016	2017
Early Childhood Special Education						
Transition Point 1: Entry Coursework				**Performance in General Education Courses**		
ENGLISH	N:16 Mean: 2.7 Range: 2.7-3.7	N: 11 Mean: 3.0 Range:2.9-3.6	N:11 Mean: 2.9 Range: 2.5-4.0	N: 60 Mean: 2.0 Range: 1.0-3.7	N: 70 Mean: 3.0 Range: 1.5– 4.0	N: 65 Mean: 2.5 Range: 1.0-4.0
MATH	N:16 Mean: 2.4 Range: 2.3-4.0	N: 11 Mean: 2.6 Range: 2.5-3.3	N:11 Mean: 3.2 Range: 2.5-4.0	N: 51 Mean: 2.4 Range:1.0-4.0	N: 39 Mean: 3.1 Range: 1.5-4.0	N: 49 Mean: 2.5 Range: 1.0-4.0
SCIENCE	N:16 Mean: 2.5 Range: 2.3-3.7	N:11 Mean: 3.4 Range: 3.0-4.0	N:11 Mean: 2.4 Range: 2.0-3.6	N: 956 Mean: 2.0 Range: 1.0-4.0	N: 1138 Mean: 2.5 Range: 1.0-4.0	N: 1073 Mean: 2.5 Range: 1.0-4.0
Transition Point 2: Concentration Courses				**Performance in the Majors**		
ENGLISH	N:0 Mean: Range:	N: 1 Mean: 3.0 Range: 3.0-4.0	N: 1 Mean: 3.0 Range: 2.3-3.7	N: 11 Mean: 2.8 Range:2.1 – 2.9	N: 11 Mean:3.1 Range: 2.1– 3.1	N: 15 Mean: 2.8 Range: 2.1-2.9
MATH	N: 1 Mean: 3.5 Range: 3.0-4.0	N: 0 Mean: Range:	N: 1 Mean: 2.4 Range: 2.0-3.7	N: 3 Mean: 3.0 Range: 2.0-3.7	N: 9 Mean: 3.1 Range:2.5-3.2	N: 11 Mean: 3.2 Range: 2.5-3.5
SCIENCE	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 1 Mean: 3.0 Range: 2.0–4.0	N: 84 Mean: 3.1 Range: 2.0-4.0	N: 101 Mean: 3.1 Range:2.1-3.1	N: 136 Mean: 3.1 Range: 2.7-3.1
SOCIAL STUDIES	N: 0 Mean: Range:	N: 2 Mean: 3.0 Range: 2.0-4.0	N: 1 Mean: 3.2 Range: 3.0-4.0	N:28 Mean: 2.9 Range:2.7-3.1	N: 23 Mean: 3.0 Range: 2.1-3.0	N: 26 Mean: 2.9 Range: 2.1-3.0
PSYCHOLOGY	N: 3 Mean: 3.8 Range: 2.0-4.0	N: 5 Mean: 3.1 Range: 2.0-4.0	N: 3 Mean: 3.0 Range: 2.0-4.0	N: 68 Mean: 3.0 Range: 2.5-3.0	N: 92 Mean: 3.0 Range: 2.1-3.0	N: 85 Mean: 3.0 Range: 2.7-3.0
Childhood Special Education (CSE)						
Transition Point 1: Entry Coursework				**Performance in General Education Courses**		
ENGLISH	N: 8 Mean: 3.7 Range: 3.1-4.0	N: 4 Mean: 3.2 Range: 2.0-4.0	N: 14 Mean: 3.0 Range: 2.5-3.7	N: 60 Mean: 2.0 Range: 1.0-3.7	N: 70 Mean: 3.0 Range: 1.5– 4.0	N: 65 Mean: 2.5 Range: 1.0-4.0
MATH	N: 8 Mean: 3.0 Range: 2.3-4.0	N: 4 Mean: 2.8 Range: 2.5-3.3	N: 14 Mean: 2.6 Range: 2.0-4.0	N: 51 Mean: 2.4 Range:1.0-4.0	N: 39 Mean: 3.1 Range: 1.5-4.0	N: 49 Mean: 2.5 Range: 1.0-4.0
SCIENCE	N: 8 Mean: 3.8 Range: 2.6-4.0	N: 4 Mean: 2.9 Range: 2.5-3.3	N: 14 Mean: 2.3 Range: 2.0-3.7	N: 956 Mean: 2.0 Range: 1.0-4.0	N: 1138 Mean: 2.5 Range: 1.0-4.0	N: 1073 Mean: 2.5 Range: 1.0-4.0
Transition Point 2: Concentration Courses				**Performance in the Majors**		
ENGLISH	N: 4 Mean: 3.1 Range: 2.0-4.0	N: 2 Mean: 3.4 Range:2.3-4.0	N: 1 Mean: 3.1 Range: 2.3-4.0	N: 11 Mean: 2.8 Range:2.1 – 2.9	N: 11 Mean:3.1 Range: 2.1–3.1	N: 15 Mean: 2.8 Range: 2.1-2.9

MATH	N: 3 Mean: 3.2 Range: 2.0-4.0	N: 4 Mean: 3.0 Range: 2.0-4.0	N: 1 Mean: 3.0 Range: 2.0-4.0	N: 3 Mean: 3.0 Range: 2.0-3.7	N: 9 Mean: 3.1 Range:2.5-3.2	N: 11 Mean: 3.2 Range: 2.5-3.5
SCIENCE	N: 1 Mean: 3.0 Range: 2.7-4.0	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 84 Mean: 3.1 Range: 2.0-4.0	N: 101 Mean: 3.1 Range:2.1-3.1	N: 136 Mean: 3.1 Range: 2.7-3.1
SOCIAL STUDIES	N: 4 Mean: 3.2 Range: 2.0-4.0	N: 8 Mean: 3.4 Range: 2.0-4.0	N: 3 Mean: 3.4 Range: 2.3-4.0	N:28 Mean: 2.9 Range:2.7-3.1	N: 23 Mean: 3.0 Range: 2.1-3.0	N: 26 Mean: 2.9 Range: 2.1-3.0
	Childhood Education (CE)					
	Transition Point 1: Entry Coursework			**Performance in General Education Courses**		
ENGLISH	N: 2 Mean: 3.4 Range: 3.3-3.6	N: 1 Mean: 3.6 Range: 3.0-3.6	N: 2 Mean: 3.1 Range: 2.6-3.7	N: 60 Mean: 2.0 Range: 1.0-3.7	N: 70 Mean: 3.0 Range: 1.5– 4.0	N: 65 Mean: 2.5 Range: 1.0-4.0
MATH	N: 2 Mean: 2.8 Range: 2.6-3.0	N: 1 Mean: 2.3 Range: 2.0-2.5	N: 2 Mean: 2.9 Range: 2.5-3.3	N: 51 Mean: 2.4 Range:1.0-4.0	N: 39 Mean: 3.1 Range: 1.5-4.0	N: 49 Mean: 2.5 Range: 1.0-4.0
SCIENCE	N: 2 Mean: 2.8 Range: 2.7-3.0	N: 1 Mean: 3.0 Range: 3.0-3.2	N: 2 Mean: 3.0 Range: 3.0-3.5	N: 956 Mean: 2.0 Range: 1.0-4.0	N: 1138 Mean: 2.5 Range: 1.0-4.0	N: 1073 Mean: 2.5 Range: 1.0-4.0
	Transition Point 2: Concentration Courses			**Performance in the Majors**		
ENGLISH	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 11 Mean: 2.8 Range:2.1 – 2.9	N: 11 Mean:3.1 Range: 2.1–3.1	N: 15 Mean: 2.8 Range: 2.1-2.9
MATH	N: 0 Mean: Range:	N: 1 Mean: 3.2 Range: 2.0-4.0	N: 0 Mean: Range:	N: 3 Mean: 3.0 Range: 2.0-3.7	N: 9 Mean: 3.1 Range:2.5-3.2	N: 11 Mean: 3.2 Range: 2.5-3.5
SCIENCE	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 84 Mean: 3.1 Range: 2.0-4.0	N: 101 Mean: 3.1 Range:2.1-3.1	N: 136 Mean: 3.1 Range: 2.7-3.1
SOCIAL STUDIES	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 28 Mean: 2.9 Range:2.7-3.1	N: 23 Mean: 3.0 Range: 2.1-3.0	N: 26 Mean: 2.9 Range: 2.1-3.0

Table 1.1e: Concentration Requirements by Subject Area. – English

School of Education, ENGLISH Concentration Worksheet: English Concentration Mentor: Dr. Salika Lawrence

Course Number	Course Title	Credits	Semester Taken	Grade	Course Substitute(s)	Pre-Requisite	Co-Requisite
Candidates must have taken the following courses for their AA Degree:							
ENGL 209	Introduction to Children's Lit	3				ENGL 150	
ENGL 212	World Lit: The Evolving Canon	3				ENGL 150	
Candidates must take all of the following courses:							
ENGL 210	Intermediate Comp	3				ENGL 150	
ENGL 208	Applied Linguistics	3				ENGL 150	
ENGL 365	Introduction to Applied Theory	3				ENGL 209 (ENGL 211)	
ENGL 315/316	British Literature I or II	3				ENGL 209 (ENGL 211)	
ENGL 322/323	American Literature I or II	3				ENGL 209 (ENGL 211)	
ENGL 319/320	African American Literature I or II	3				ENGL 209 (ENGL 211)	
ENGL 325/327	Caribbean Literature I or II	3				ENGL 209 (ENGL 211)	
Candidates must choose one(1) additional course from the following:							
ENGL 319	African American Literature I	3				ENGL 209 (ENGL 211)	
ENGL 320	African American Literature II	3				ENGL 209 (ENGL 211)	
ENGL 315	British Literature I	3				ENGL 209 (ENGL 211)	
ENGL 316	British Literature II	3				ENGL 209 (ENGL 211)	
ENGL 322	American Literature I	3				ENGL 209 (ENGL 211)	
ENGL 323	American Literature I	3				ENGL 209 (ENGL 211)	
ENGL 325	Caribbean Literature I	3				ENGL 209 (ENGL 211)	
ENGL 326	African Literature	3				ENGL 209 (ENGL 211)	
ENGL 327	Caribbean Literature II	3				ENGL 209 (ENGL 211)	
ENGL 328	Latin American Literature	3				ENGL 209 (ENGL 211)	
ENGL 330	Post Colonial Literature	3				ENGL 209 (ENGL 211)	
ENGL 332	Modernist Literature	3				ENGL 209 (ENGL 211)	
ENGL 360	Black Women Writers	3				ENGL 209 (ENGL 211)	
ENGL 361	Shakespeare	3				ENGL 209 (ENGL 211)	
ENGL 370	Black & Asian British Literature	3				ENGL 209 (ENGL 211)	

Table 1.1f: Concentration Requirements by Subject Area. – Mathematics

School of Education, MATHEMATICS Concentration Worksheet, Mathematics Concentration Mentor: Dr. Rupam Saran

Course Number	Course Title	Credits	Semester Taken	Grade	Course Substitute(s)	Pre-Requisite	Co-Requisite
Candidates must have taken the following courses for their AA Degree:							
MTH 138	College Algebra & Trigonometry	3				CUNY Entrance Exams	
MTH 231 OR 220	Mathematics for Elementary Teachers OR College Geometry	3				CUNY Entrance Exams	
Candidates must take all of the following courses:							
MTH 151	Pre-Calculus	4				MTH 138	
MTH 202	Calculus I	4				MTH 151 with grade of C or better	
MTH 203	Calculus II	4				MTH 202 with grade of C or better	
Candidates must select 3 - 4 of the following course for a total 12 credits:							
MTH 204	Calculus III	4				MTH 203 with grade of C or better	
MTH 205	Elementary Differential Equations	3				MTH 204 with grade of C or better	
MTH 206	Introduction to Proof	4				MTH 202 (Calculus I)	
MTH 207	Elementary Linear Algebra	3				MTH 202	
MTH 209	Elementary Statistics	4				MTH 138	
MTH 308	Abstract Algebra	3				MTH 206 (Introduction to Proof)	
MTH 330	History of Mathematics	3				MTH 203 (Calculus II)	

Table 1.1g: Concentration Requirements by Subject Area. – Science

School of Education, SCIENCE Concentration Worksheet, Science Concentration Mentor: Dr. Rupam Saran

Course Number	Course Title	Credits	Semester Taken	Grade	Course Substitute(s)	Pre-Requisite	Co-Requisite
Candidates must have taken the following courses for their AA Degree:							
BIO 101	Introduction to Biology	3				CUNY Entrance Exams	
PHS 101	Introduction to Physical Science	3				CUNY Entrance Exams	
Candidates must take all of the following courses:							
BIO 201	General Biology I	4				BIO 101 or BIO 111	BIOL 201; CHM 112
BIO 202	General Biology II	4				BIO 201, CHM 112, MTH 138	BIOL 202
CHM 112	Basic Chemistry	3				MTH 138	
CHM 201	General Chemistry I	4				CHM 112, MTH 151	
CHM 202	General Chemistry II	4				CHM 201 (MTH 202 or approval from Department Chairperson	
Candidates must choose one (1) of the following options and take two courses in either Option 1 or 2:							
Option 1							
BIO 302	Genetics	4				BIO 202, CHM 201 & MTH 138	BIOL 302
BIO 340	Plant Science/Botany	4				BIO 202, CHM 202	
BIO 373	Invertebrate Zoology	4				BIO 202	
BIO 375	Chordate Morphology	4				BIO 202 and CHM 202	BIOL 375
BIO 376	Chordate Development	4				BIO 202 and CHM 202	
BIO 403	Microbiology	4				BIO 202, CHM 202 and a 300 level Biology course with a lab	BIOL 403
BIO 461	Molecular Biology	4				BIO 201, BIO 202, BIO 302, CHM 303 and MTH 201 substitute approved by Dept. Chairperson	BIOL 461
BIO 462	Microbial Physiology	4				BIO 403, CHM 304 and a 300 level Biology course with a lab	
BIO 481	Human Physiology					BIO 202, 300level Biology course with lab and CHM 303	
BIO 491	Cell Biology	3				A 300 level Biology course with lab	CHM 303
Option 2							
BIO 370	Principles of Environmental Science	3				BIO 202 or BIO 252 and CHM 201 or CHM 202	
ENVS 203	Environmental Law	3				Completion of Math and Language Basic Skills	
ENVS 200	Environmental Health Issues	3				Completion of Math and Language Basic Skills	
ENVS 301	Air, Water Pollution	3				ENVS 200 and CHM 201	
ENVS 313	Waste Management	3				ENVS 200 and CHM 201	
ENVS 400	Natural Resource and Conversation	3				ENVS 200 and ENVS 203	
ENVS 405	Pollution Control and Prevention	3				ENVS 200 or ENVS 313	

Table 1.1h: Concentration Requirements by Subject Area. – Social Studies

School of Education, Social Studies Concentration Worksheet, Social Science Concentration Mentor: Dr. Rosalina Diaz

Course Number	Course Title	Credits	Semester Taken	Grade	Course Substitute(s)	Pre-Requisite	Co-Requisite
Candidates must have taken the following courses for their AA Degree:							
HIST 200	Growth & Development of the USA	3				ENGL 150	
HIST 201	African American History & Culture	3			HIST 101	ENGL 150	
Candidates must take all of the following courses:							
SSC 101	Culture, Society and Social Change	3				Completion of all language Basic Skills	
POL 101	Introduction to Political Science	3				Completion of all language Basic Skills	
SSC 303	Statistics for the Social Science	3				ENGL 150, MTH 136	
SSC 304	Social Science Research Methods	3				SSC 303	
Candidates must choose three (3) course from the following:							
HIST 230	Africa 1800	3				ENGL 112	
HIST 231	Africa Since 1800	3				ENGL 150	
HIST 242	History of the Caribbean	3				ENGL 150	
HIST 250	Medieval Europe	3				ENGL 150	
HIST 251	Modern Europe	3				ENGL 150	
HIST 260	The City of History	3				ENGL 150	
HIST 333	The Black Civil Rights Movement	3				ENGL 150, HIST 200 or HIST 201	
HIST 340	Political & Social Movements in Africa	3				ENGL 150, HIST 200	
HIST 410	Comparative History of Slavery in America	3				ENGL 150, HIST 200	
Candidates must select 1 of the following:							
POL 216	State and Local Government	3				POL 200	
POL 300	American Presidency	3				POL 200, ENGL 150	
POL 336	Constitutional Law	3				POL 200, ENGL 150	

Table 1.1i: Concentration Requirements by Subject Area. – Psychology (ECSE only)

PSYCHOLOGY Concentration Worksheet, School of Education, Psychology Concentration Mentor: Dr. Donna Akilah Wright

Course Number	Course Title	Credits	Semester Taken	Grade	Course Substitute(s)	Pre-Requisite	Co-Requisite
Candidates must have taken the following courses for their AA Degree:							
PSYC 101	Introduction to Psychology	3					
Candidates must take all of the following courses:							
PSYC 213	Social Psychology	3				PSYC 101	
PSYC 215	Theories of Personality	3				PSYC 101	
PSYC 316	Psychological Statistics	3			PSYC 290 (If taken, SSC 303 is not a pre requisite)	PSYC 101, MTH 136 and SSC 303	
PSYC 366	Experimental Psychology	4				SSC 304 and PSYC 316 (If PSYC 290 was taken, SSC 304 is not a pre-requisite)	
Candidates must select 4 psychology electives chosen from among the specialty areas. 400 level courses should be included.							
PSYC 224	Brain and Behavior	3				PSYC 101, ENGL 150 or by Permission of Chair	
PSYC 310	Human Development: Adolescence	3				PSYC 209, ENGL 150	
PSYC 311	Human Development: Adulthood Aging	3				PSYC 209, ENGL 150	
PSYC 305	Theories of Learning	3				PSYC 101, one other PSYC course & ENGL 150	
PSYC 306	Introduction to Cognitive Psychology	3				PSYC 101, CL 101	
PSYC 321	Sensation and Perception	3				PSYC 101, CL 101	
PSYC 301	Abnormal Psychology	3				PSYC 215, ENGL 150	
PSYC 320	Psychology of Intervention	3				PSYC 215	
PSYC 404	Psychology of Motivation	3				PSYC 101 and two other PSYC courses	
PSYC 405	Techniques of Psycho-Therapy and Counseling	3				PSYC 301 or PSYC 320	
PSYC 406	Psychological Tests and Measurements	3				PSYC 101 and two other PSYC courses	
PSCY 420	Diagnosis, Assessment and Evaluation	3				PSYC 301 or PSYC 320	
PSCY 421	Sport Psychology	3				PSYC 101 and one course from among PSYC 213, 215, 219, 224, 306 Permission of Chairperson	

Table 1.1j: Descriptions of Clinical Practice

CLINICAL EXPERIENCES

As candidates progress from early field to clinical practice, they begin to embrace and articulate the standards of their professional areas so that they can enact the Unit's motto to "Educate to Liberate." The Clinical Practice experience is extensive and intensive and ensures that candidates have a range of diverse experiences where they can demonstrate the knowledge, skills and dispositions requisite for the specialty field.

Clinical Practice: **1 Year (2 semesters)**

Candidates pursuing initial certification through the **dual-certificate** BA degree program in Childhood Special Education **complete a minimum of 300 hours of clinical practice over one year (two semesters).** Clinical practice ensures that **candidates have opportunities to practice skills interacting with diverse and experienced teachers and administrators**, to **have practical experiences in diverse school settings, particularly in high need schools**, and to **work with students from culturally and linguistically diverse backgrounds, students of diverse socio-economic levels, and students with exceptionalities**. The breadth of the clinical practice experiences engages candidates in educating to liberate in multiple and varied settings with diverse populations of students and adults. The **year-long** Clinical Practice experience is divided between **two semesters**: (1) Fall Semester - **Grade 1, 2, 3 or multi-grade (14 weeks); minimum of 150 hours in a special education self-contained setting** and (2) Spring Semester -**Grade 4, 5, or 6 or multi-grade (14 weeks); minimum of 150 hours in either a full inclusion setting or a cooperative team teaching (CTT) setting**. Students in the self-contained settings include students classified with severe to profound levels of intellectual disabilities, speech/language disorders, autism, traumatic brain injury, cerebral palsy, and other severe and multiple disabilities whereas students in the inclusive and CTT settings include students with and without mild to moderate forms of sensory, intellectual, physical and emotional/behavioral disorders. Students with disabilities in these settings sometimes include students at age-related multi-grade levels, based on the promotion criteria set for schools. The selection of settings ensures that candidates' clinical experiences include **multiple settings** to demonstrate their specialty preparation and meets the requirements for dual-certification.

Placement Decisions

To ensure that candidates gain the full experience of working with diverse students with a range of disabilities/exceptionalities, the **Unit's special education clinical faculty and Field and Clinical Coordinator work collaboratively with partner school personnel to select experienced Cooperating Teachers who are licensed and practicing in the field to secure placements for childhood special education candidates**. **Site visits to schools and classrooms by clinical college faculty** are carried out to verify suitability of placements. **Conferences to discuss and review program expectations and assessment rubrics are held between cooperating teachers and clinical college faculty prior to candidate placements** to ensure that cooperating teachers understand their roles and responsibilities as facilitators and mentors for candidates and to establish a committed partnership in giving candidates the best classroom experiences.

Clinical Practice Evaluations

Evaluation of candidate performance during clinical practice experiences are conducted by both Cooperating Teachers and Clinical College Faculty using a Rubric that incorporates conceptualization, lesson planning, implementation, use of technology, student assessment and candidate dispositions. Each candidate is formally observed and evaluated during the teaching of four subject area lessons each semester, one of which is a videotaped lesson. Therefore, over the two semesters of clinical practice, childhood special education candidates are formally observed 8 times (2 videotaped). After each lesson, the candidate is engaged in a post-observation conference with both clinical faculty and cooperating teacher to receive feedback on the implementation of the lesson, including feedback on his/her dispositions during the observation. Candidates are required to articulate this feedback in reflective essays which demonstrate their understanding of the feedback as well as their openness to use suggestions to improve their future practices.

At the end of each semester of Clinical Practice, candidates are required to submit completed packets for all observed lessons. Clinical Practice packets include *School/Classroom Portrait*, *Completed Evaluation Forms* from Cooperating Teacher/s and Clinical Faculty*, Conceptualizing Essay* for each lesson, *Lesson Plan*, *3 Exemplars of Student Work*, *Class Performance Outcomes Chart*, and *Reflective Essays*.

Table 1.1k: Early Field Experiences

EARLY FIELD EXPERIENCES

New York State requires that each candidate completes 100 hours of early field experience, 50% of which is special education content-specific, prior to clinical practice, and at least 300 hours of clinical practice, half of which must be completed in an inclusive setting and half in a special education self-contained setting with particular emphasis on two grade levels: lower grades (1-3) and upper grades (4-6).

The program's early field experience requirement is a **progressive model that begins with observations of learning professionals and environments, then immerses candidates into supervised practice with individuals, followed by practice with small groups of learners before activities with a whole class of students are pursued in Clinical Practice**. **Field experiences are specifically designed and attached to courses that relate theory to practice to contextualize the learning experiences for candidates.**

All early field experiences are supervised by full-time clinical faculty to ensure adherence to the Unit's Conceptual Framework and program-specific guidelines. The required hours for each of the field experiences were decided based on the level of the experience **(pre-professional/ professional)** and the breadth and depth of the experience itself. The total number of field hours required in the program is **100 hours** and are distributed as shown in each experience listed below.

The **Unit's** *Early Field and Clinical Practice Coordinator* **negotiates and schedules the placements with our partner school personnel for early field experiences**. **Partner school personnel work collaboratively with the Unit to select and provide appropriate placement options to meet our field requirements. Partner school personnel are actively involved in our field experiences as they lead the orientation and debriefing sessions for all field experiences.**

Sequence of Early Field Experiences

Pre-Professional Level
 1. **EDUC 501- Shadowing Professionals /Co-Requisite EDUC 102 – Introduction to the World of the Learner:** This is the first supervised field experience requirement for all of our Teacher Education majors. This experience is linked to the Unit's first credit-bearing course, *EDUC 102 – Introduction to the World of the Learner*, in the Education program sequence. It requires **6 hours** in one of our partner schools where **candidates participate in structured observations of teachers as they plan and deliver instruction, interact with students and engage in the school community.** The demographics of partner schools for this experience include **urban general education and inclusive settings that cater to students from diverse ethnic and socioeconomic backgrounds that represent the diaspora of Central Brooklyn**. Partner school faculty and the Unit's clinical faculty collaboratively assume the responsibility of orienting candidates to the experience and guiding small groups of 4-5 candidates at a time through this experience. **This structure provides candidates with an understanding of the roles and responsibilities of teachers in various settings within the school community**. A post-observation debriefing session allows each **candidate to reflect on and share his/her experience and provides opportunities for candidates to pose questions to partner school personnel. A reflective essay** by each candidate **captures the essence of the experience in shadowing professional teachers in the field.**

2. **EDUC 502- Observation in Education /Co-Requisite EDUC 152-Introduction to Special Education:** The second pre-professional level early field experience allows candidates to build on previous field experience to now **observe students in specialized and inclusive P-6 settings.** This field experience provides candidates with an opportunity **to contextualize understanding of child development, special education, and the nature and needs of children with exceptional learning needs, as well as the content** learned in the co-requisite course

EDUC 152 – Introduction to Special Education. This supervised **6-hours** of observation is divided into two parts**: 3 hours in an inclusive classroom and 3 hours in a specialized special education classroom**, so that candidates can make comparisons of the teaching and learning experiences of diverse students with disabilities in these different placements. Students observed in inclusive settings are mainly **students with mild to moderate disabilities** while students in specialized settings are classified as having **severe to profound and multiple disabilities**. These settings include diverse students with different disabilities, including **intellectual disabilities, learning disabilities, autism, speech/language disorders, emotional/behavioral disorders, physical disabilities, ADHD, traumatic brain injury, hearing impairments, visual impairments, deaf-blindness and multiple disabilities**. Candidates are required to complete **Observation Guides** that focus on four important elements: Physical Dimension; Instructional Dimension; Personal and Social Dimension, and Management Dimension. **The culminating assessments for this field experience are: 1) a Mock Conference/Poster Presentation during which small groups of candidates collaborate to orally present information learned about specific disabilities, and 2) reflective group papers on their disability topics and the connections made to their field experiences**.

3. EDUC 503 – Parents & Communities as School Partners/Co-requisite EDUC 231-Child Development: Candidates move on to complete **6 hours** of early field experience to understand the roles that parent/families and the larger community play in children's school lives. This field experience, that begins the immersion phase of learning experiences for our candidates, is linked to *EDUC 231 – Child Development*. Under the supervision of Unit faculty, candidates attend and participate in school-based community events. **They observe and interact informally with parent coordinators, parents, teachers and students at these events and write an essay** about their observations, making connections to developmental theories with regard to individual differences, social interactions and collaborative learning environments, among others.

4. EDUC 504-Technology in the Classroom/Co-requisite EDUC 350 – Computers in Education: The final early field experience at the pre-professional level extends the immersion phase for candidates as they learn to apply and integrate technology, including **assistive technology** in teaching and learning contexts to support student learning. Candidates design and develop a *Webquest* in the co-requisite *EDUC 350 – Computers in Education* course, and then spend **12 hours** in the field working with **small groups of learners and teachers in inclusive classrooms** in our partner schools to implement the *Webquest.* The **content area unit faculty** provides field supervision for this experience and guides candidates in using appropriate evaluations to measure the effects of this project on instructional classroom practices.

Professional Level
5. EDUC 505-Working with Individual Learners/Co-requisites EDUC 311 –Teaching of Reading Methods I and 315 – Teaching Elementary Mathematics: As candidates progress towards the professional level field experiences, more extensive application of their knowledge and skills are required, particularly as it impacts critical academic learning outcomes for students. Candidates work with individual students for a total of **20 hours** and engage in experiences and reflective practice on teaching and assessing learning in content areas in diverse and inclusive P-6 classroom settings. Using the knowledge and skills garnered from the co-requisite methods courses: *EDUC 311 – Teaching of Reading Methods I* and EDUC *315 – Teaching Elementary Mathematics*, candidates are supervised by **subject area unit faculty** to provide **individualized instructional support in one-to-one situations** with students in P-6 inclusive classrooms, who are identified by their teachers as requiring interventions. Candidates spend **10 hours** executing an **English Language Arts Miscue Analysis**, and **10 hours** executing **mathematics interventions.**

6. EDUC 506-Working with Small Groups of Learners/Co-requisites EDUC 312 – Teaching of Reading Methods II; 314 – Teaching Elementary Social Studies; 317- Teaching Elementary Science; EDUC 381 – Methods & Materials for Learners with Reading Difficulties: To demonstrate extended knowledge and skills acquired during the second semester of Teaching Methods, field work **in the co-requisite courses (***EDUC 312 – Teaching of Reading Methods II; 314 – Teaching Elementary Social Studies; 317- Teaching Elementary Science; EDUC 381 – Methods & Materials for Learners with Reading Difficulties)* allows candidates to develop and implement standards-focused lessons and learning activities for small groups of students in diverse P-6 classroom settings with added emphasis on

program-specific requirements. The **20 hours** of supervised practice includes **7 hours** focused on **guided reading**; **7 hours of reading interventions for learners with reading difficulties** and **6 hours** focused on **either science or social studies content.**

7. EDUC 507- Curriculum Research & Design/Co-requisite EDUC 457- Curriculum and Instruction in Childhood Education: At this point in candidates' preparation, they can now engage in researching and developing their own curriculum units. In this field experience, candidates spend **18 hours collecting data on current curriculum practices**, which include **yearlong calendar curriculum mapping, gathering State and City curriculum materials and Learning Standards across subject areas as resources to develop their own curriculum units**. These curriculum units are **program-specific** and represent **academic subject areas**. To accomplish this task, candidates meet with Grade Level Curriculum Planning Teams in partner schools to observe and learn how to develop curriculum units in a collaborative setting. This field experience is linked to the co-requisite course, *EDUC 457- Curriculum and Instruction in Childhood Education,* and is supervised by the Unit's course instructor.

8. EDUC 508: Assessment in Education/Co-requisite EDUC 340 – Assessment in Education: This final early field experience provides candidates with an understanding of assessment practices in educational settings and opportunities to develop assessment-related skills. Candidates spend **12 hours** in the field, **supervised by the Unit faculty** teaching the co-requisite course: *EDUC 340 – Assessment in Education*, familiarizing themselves with the various forms of assessments used in elementary general and special education settings. Furthermore, **they engage in critiquing, developing and using assessment instruments for a variety of diagnostic and progress monitoring purposes, particularly as it relates to students with exceptional learning needs.**

EDUC 509: Assessing Young Children with Special Needs
This field experience provides candidates with an understanding of assessment practices in specialized and inclusive settings and opportunities to develop assessment-related skills with young children with special needs. Candidates spend **12 hours** in the field, **supervised by the Unit faculty** teaching the co-requisite course: *EDUC 253 – Assessment, Treatment, and Services for Infants, Toddlers, & Children with Developmental Disabilities* familiarizing themselves with the various forms of assessments used for young children at risk for developmental delays and young children with disabilities. Furthermore, **they engage in observing to learn about selection of appropriate assessment tools and the procedures used in administering them, completing observation checklists and anecdotal notes, conducting interviews with teachers to learn how IFSP goals are implemented and progress monitored in these early childhood settings, and writing a reflective paper about these experiences.**

*Table 1.1ki: Candidate Performances on Early Field Experiences Aligned **to INTASC Standards***

Early Field Experiences Alignment to INTASC Standards

Field Experience Activities	EPP Measures INTASC Alignments	PASS Captures 60% ≥ of the overall experience	REPEAT/ FAIL Captures <60% of the overall experience in reports, or does not complete the tasks
PRE-PROFESSIONAL SEQUENCE FOR EARLY FIELD EXPERIENCES *Shadowing, Observing, and Engaging the Learning Community*			
EDUC 501: Shadowing Professionals *The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.* **EPP Standards** **1. Knowledge** 1.9 Understands the ethical and moral dimensions associated with teaching and learning **5. Professionalism** 5.2 Transmits ideas and concepts clearly in oral and written forms	**Reflective Essay** on participation in structured observations of teachers as they plan and deliver instruction; Engagement in the school community; attention to instructional strategies used and interactions with students and families; attention to demographics of schools and classrooms; school personnel demonstration of appropriate attire, language and ethical behaviors; notation of emergency procedures, school discipline policies, classroom rules and established routines. *(INTASC 3 – Learning Environments; Diversity Theme)*	**2015:** N=133 96% **2016:** N=126 90% **2017:** N=121 98%	**2015:** N=133 4% **2016:** N=126 10% **2017:** N=121 2%
EDUC 502: Observation in Education *The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.* **EPP Standards** **1. Knowledge** 1.10 Understands exceptionalities and the impact these conditions have on the development and performance of children **2. Personal and Global Consciousness** 2.1 Examine their beliefs, values, and perspectives and contextualize these within a larger cultural context **6. Effective Communication** 6.1 Uses and applies Standard Written English where appropriate **7. Collaboration**	**Disability Awareness Project Mock Conference/Poster Presentation** reflecting observations of students in specialized and inclusive P-6 settings: contextualization of understanding of how children learn and develop, practice in identifying varying patterns of learning and development, observing special education and the nature and needs of diverse children with exceptional learning needs, including children with other cultural and linguistic differences. *(INTASC 2 – Learning Differences; Diversity Theme)*	**2015:** N=117 94% **2016:** N=100 81% **2017:** N=98 95%	**2015:** N=117 6% **2016:** N=100 19% **2017:** N=98 5%

7.5 Works effectively with parents, cooperating teachers, peers, administrators, and members of the larger community by collaborating and cooperating in equitable relationships with others			
EDUC 503: **Parents & Communities as School Partners** *The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.* **EPP Standards** **4. Creativity** 4.1 Demonstrates imagination and innovation in their college assignments and requirements. 4.2 Conceptualizes and implements innovative curriculum and strategies of teaching and learning 4.3 Develops lessons and learning materials that utilize their imaginative capacities. 4.4 Creates innovations in teaching and learning. 4.5 Views technology as a path to creative and effective ways of teaching and learning **5. Professionalism** 5.5 Uses technology and other media to enhance life-long learning	Reflective Essay on observations and interactions with parent coordinators, parents, teachers and students at parent teacher conferences and other schoolwide activities, making connections to developmental theories with regard to understanding diverse cultures and communities and students' individual differences, social interactions and collaborative learning environments, among others. *(INTASC 1 – Learner Development; Diversity Theme)*	**2015:** N=84 98% **2016:** N=76 100% **2017:** N=90 97%	**2015:** N=84 2% **2016:** N=76 0% **2017:** N=90 3%
EDUC 504: **Using Technology to Develop and Implement Webquests** *The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession*	Webquests: Working collaboratively with faculty and teachers to design and integrate technology, including assistive technology to support student learning. The Webquest is demonstrated with small groups of learners, teachers and families in inclusive settings. Candidates evaluate the effects of the project on instructional classroom practices. *(INTASC 10 – Leadership and Collaboration; CAEP Technology Theme)*	**2015:** N=44 100% **2016:** N=25 84% **2017:** N=79 94%	**2015:** N=44 0% **2016:** N=25 16% **2017:** N=79 6%

PROFESSIONAL SEQUENCE FOR EARLY FIELD EXPERIENCES			
Supervised Application of Knowledge and Demonstration of Developing Teaching and Intervention Skills			
EDUC 505: **Working with Individual Learners** *The candidate understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches* **EPP Standards** **1. Knowledge** 1.1 Understands liberal arts and sciences content (the what of various disciplines), concepts (the generalizations about content), and the modes and methods of inquiry (the how of various disciplines). 1.2 Demonstrates in-depth understanding of the relevant and significant ideas across disciplines. 1.3 Connects content across disciplines. 1.4 Makes connections between disciplinary content and the New York State Standards for Learning. 1.5 Demonstrates understanding of how best to teach what they know about disciplinary content, curriculum, practices and strategies for learning, and how to apply appropriate assessment devices. 1.6 Creates and selects teaching methods, activities and materials that are aligned with the New York Standards for Learning. 1.7 Understands technology as a potential tool for teaching and learning 1.8 Designs and implements research by raising their own questions and using appropriate resources and methodologies to answer those questions. 1.9 Understands child development, characteristics, and needs **3. Analytical Ability** 3.1 Effectively and comprehensively deconstructs texts (visual, auditory, and/or written) to uncover hidden meanings; to discern points of view that shape texts, and to make connections between the texts, their personal experiences, and other related texts. 3.2 Constructs and articulates new ways of looking at and responding to accepted ideas and paradigms. 3.3 Participates in a continuous and recursive cycle of learning that begins in immersion continues with retrospection, revision and modification.	Teaching Methods – Teaching of Reading and Teaching of Mathematics: Candidates use their knowledge of Reading and Mathematics to provide individualized instructional support in one-to-one situations with students in P-6 inclusive classrooms, who are identified by their teachers as requiring subject area interventions. Candidates spend 10 hours executing an English Language Arts Miscue Analysis, and 10 hours executing mathematics interventions. *(INTASC 4 – Content Knowledge: 4j-4n)* *(INTASC 4 – Content Knowledge: 4a-4h)* *(INTASC 4 - Content Knowledge:4o – 4r)*	**2015:** N=10 80% **2016:** N=22 100% **2017:** N=18 89%	**2015:** N=10 20% **2016:** N=22 0% **2017:** N=18 11%

3.4 Uses technology as a problem-solving tool to gather, organize and analyze information **6. Effective Communication** 6.1 Uses and applies Standard Written English where appropriate. 6.2 Uses "dominant" oral language where appropriate. 6.3 Applies code switching from standardized or dominant forms to other forms of English when appropriate. 6.4 Reads and writes a variety of texts in various disciplines and in a variety of registers for multiple purposes. 6.5 Uses technology as an efficient and innovative means of communication. 6.6 Applies basic mathematical concepts to everyday situations.			
EDUC 506: Working with Small Groups of Learners *The candidate connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues.* *The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.* **EPP Standards** **1. Knowledge** 1.1 Understands liberal arts and sciences content (the what of various disciplines), concepts (the generalizations about content), and the modes and methods of inquiry (the how of various disciplines). 1.2 Demonstrates in-depth understanding of the relevant and significant ideas across disciplines. 1.3 Connects content across disciplines. 1.4 Makes connections between disciplinary content and the New York State Standards for Learning. 1.5 Demonstrates understanding of how best to teach what they know about disciplinary content, curriculum, practices and strategies for learning, and how to apply appropriate assessment devices. 1.6 Creates and selects teaching methods, activities and materials that are aligned with the New York Standards for Learning.	**Teaching Methods:** Candidates demonstrate extended knowledge and skills acquired during the second semester of Teaching Methods field work in the co-requisite courses (EDUC 312 – Teaching of Reading Methods II; 314 – Teaching Elementary Social Studies; 317- Teaching Elementary Science; EDUC 381 – Methods & Materials for Learners with Reading Difficulties). **(INTASC 5 – Application of Content: 5i – 5p)** **(INTASC 8 – Instructional Strategies: 8j – 8o)** This practical experience allows candidates to develop and implement standards-focused lessons and learning activities for small groups of students in diverse P-6 classroom settings with added emphasis on program-specific requirements. The 20 hours of supervised practice includes 7 hours focused on guided reading; 7 hours of reading interventions for learners with	**2015:** N=14 100% **2016:** N=8 100% **2017:** N=19 100%	**2015:** N=14 0% **2016:** N=8 0% **2017:** N=19 0%

1.9 Understands child development, characteristics, and needs 1.10 Understands exceptionalities and the impact these conditions have on the development and performance of children *The candidate engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues* **EPP Standards** **3. Analytical Ability** 3.1 Effectively and comprehensively deconstructs texts (visual, auditory, and/or written) to uncover hidden meanings; to discern points of view that shape texts, and to make connections between the texts, their personal experiences, and other related texts. 3.2 Constructs and articulates new ways of looking at and responding to accepted ideas and paradigms. 3.3 Participates in a continuous and recursive cycle of learning that begins in immersion continues with retrospection, revision and modification. **6. Effective Communication** 6.1 Uses and applies Standard Written English where appropriate. 6.2 Uses "dominant" oral language where appropriate. 6.3 Applies code switching from standardized or dominant forms to other forms of English when appropriate. 6.4 Reads and writes a variety of texts in various disciplines and in a variety of registers for multiple purposes.	reading difficulties, and 6 hours focused on either science or social studies content. *(INTASC 5 – Application of Content: 5a - 5h; 5q – 5s)* *(INTASC 8 – Instructional Strategies: 8a – 8i)*		
EDUC 507: Curriculum Research & Design (CE/CSE) **Curriculum & Instruction in Early Childhood Education (ECSE)** *The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners ad the community context* *The candidate selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross disciplinary skills*	**Curriculum Research & Design** At this point in candidates' preparation, they can now engage in researching and developing their own curriculum units. In this field experience, candidates spend **18 hours collecting data on current curriculum practices**, which include **yearlong calendar curriculum mapping, gathering State and City curriculum materials and Learning Standards across subject areas as resources to develop their own curriculum units**. These curriculum units are **program-specific** and represent **academic subject areas**. To accomplish this task, candidates meet with Grade Level Curriculum	**2015:** **CSE; ECSE** N=15; N=4 100%; 100% **2016:** N=7; N= 9 100%; 100% **2017:** N=23; N=6	**2015:** **CSE; ECSE** N=15; N=4 0%;　　0% **2016:** N=7; N=9 0%;　　0% **2017:** N=23; N=6

EPP Standards **1. Knowledge** 1.1 Understands liberal arts and sciences content (the what of various disciplines), concepts (the generalizations about content), and the modes and methods of inquiry (the how of various disciplines). 1.2 Demonstrates in-depth understanding of the relevant and significant ideas across disciplines. 1.3 Connects content across disciplines. 1.4 Makes connections between disciplinary content and the New York State Standards for Learning. 1.5 Demonstrates understanding of how best to teach what they know about disciplinary content, curriculum, practices and strategies for learning, and how to apply appropriate assessment devices. 1.6 Creates and selects teaching methods, activities and materials that are aligned with the New York Standards for Learning. 1.7 Understands technology as a potential tool for teaching and learning 1.8 Designs and implements research by raising their own questions and using appropriate resources and methodologies to answer those questions. 1.9 Understands child development, characteristics, and needs *The candidate plans instruction by collaborating with colleagues, specialists, community resources, to meet students' learning needs* **3. Analytical Ability** 3.1 Effectively and comprehensively deconstructs texts (visual, auditory, and/or written) to uncover hidden meanings; to discern points of view that shape texts, and to make connections between the texts, their personal experiences, and other related texts. 3.2 Constructs and articulates new ways of looking at and responding to accepted ideas and paradigms. 3.3 Participates in a continuous and recursive cycle of learning that begins in immersion continues with retrospection, revision and modification. 3.4 Uses technology as a problem-solving tool to gather, organize and analyze information **6. Effective Communication**	Planning Teams in partner schools to observe and learn how to develop curriculum units in a collaborative setting. *(INTASC 7 – Planning for Instruction: 7g – 7m)* *(INTASC 7 – Planning for Instruction: 7a – 7f; 7n -7q)*	100%; 100%	0%; 0%

6.1 Uses and applies Standard Written English where appropriate. 6.2 Uses "dominant" oral language where appropriate. 6.3 Applies code switching from standardized or dominant forms to other forms of English when appropriate. 6.4 Reads and writes a variety of texts in various disciplines and in a variety of registers for multiple purposes. 6.5 Uses technology as an efficient and innovative means of communication.			
EDUC 508 Assessment in Education (CSE/CE) *The candidate uses, designs, or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.* *The candidate implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning.* **EPP Standards** **1. Knowledge** 1.1 Understands liberal arts and sciences content (the what of various disciplines), concepts (the generalizations about content), and the modes and methods of inquiry (the how of various disciplines). 1.5 Demonstrates understanding of how best to teach what they know about disciplinary content, curriculum, practices and strategies for learning, and how to apply appropriate assessment devices. 1.9 Understands child development, characteristics, and needs 1.10 Understands exceptionalities and the impact these conditions have on the development and performance of children *The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner*	Assessment in Education (CE/CSE) This final early field experience provides candidates with an understanding of assessment practices in educational settings and opportunities to develop assessment-related skills. Candidates spend 12 hours in the field, supervised by the Unit faculty teaching the co-requisite course: EDUC 340 – Assessment in Education, familiarizing themselves with the various forms of assessments used in elementary general and special education settings. Furthermore, they engage in critiquing, developing and using assessment instruments for a variety of diagnostic and progress monitoring purposes, particularly as it relates to students with exceptional learning needs. *(INTASC 6 – Assessment: 6a– 6p)* *(INTASC 9 – Professional Learning and Ethical Practice: 9a - 9k)*	**2015:** N=10 100% **2016:** N=36 80% **2017:** N=21 95%	**2015:** N=10 0% **2016:** N=36 20% **2017:** N=21 5%

5. Professionalism 5.1 Approaches learning through a reflective stance, one that includes raising questions, applying critical criteria, and re-imagining what has been accomplished			
EDUC 509 Assessing Young Children with Special Needs (ECSE) *The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.* **EPP Standards** **1. Knowledge** 1.9 Understands the ethical and moral dimensions associated with teaching and learning **5. Professionalism** 5.1 Approaches learning through a reflective stance, one that includes raising questions, applying critical criteria, and re-imagining what has been accomplished	This field experience provides candidates with an understanding of assessment practices in specialized and inclusive settings and opportunities to develop assessment-related skills with young children with special needs. Candidates spend 12 hours in the field familiarizing themselves with the various forms of assessments used for young children at risk for developmental delays and young children with disabilities. Furthermore, they engage in observing to learn about selection of appropriate assessment tools and the procedures used in administering them, completing observation checklists and anecdotal notes, conducting interviews with teachers to learn how IFSP goals are implemented and progress monitored in these early childhood settings, and writing a reflective paper about these experiences. *(INTASC 6 – Assessment: 6a– 6p)* *(INTASC 9 – Professional Learning and Ethical Practice: 9a - 9k)*	**2015:** N=10 100% **2016:** N=20 100% **2017:** N=24 100%	**2015:** N=10 0% **2016:** N=20 0% **2017:** N=24 0%

Table 1.1l Educating All Students- ECSE

Data Years PROGRAM: ECSE	Program Completers	Test Takers	Qualifying Score	Mean	National Median	EPP Range	% Pass Rate
2014-2015	**4**	**4**		**530**		**508-542**	**100%**
2015-2016	**8**	**7**	**500**	**517**		**507-527**	**57%**
2016-2017	**7**	**7**		**514**		**500-529**	**86%**
EAS Sub-Areas	Performance Levels for Test Takers						
	++++	+++	++	+			
Competency 1: Diverse Student Populations							
2014-2015 n=4	2	2					
2015-2016 n=7		3	3	1			
2016-2017 n=7	1	1	3				
Competency 2: English Language Learners							
2014-2015 n=4	3		1				
2015-2016 n=7	1	1	3	2			
2016-2017 n=7	1		4				
Competency 3: Students with Disabilities and Other Special Learning Needs							
2014-2015 n= 4		3	1				
2015-2016 n=7		1	6				
2016-2017 n=7			4	1			
Competency 4: Teacher Responsibilities							
2014-2015 n=4		3	1				
2015-2016 n=7	4	2		1			
2016-2017 n=7	3	1	1				
Competency 5: School Home Relationships							
2014-2015 n=4		4					
2015-2016 n=7	3	2	1	1			
2016-2017 n=7	3	2					
Constructed Response							
Diverse Student Populations		6	8	2			
English Language Learners	2	3	8	3			
SwD & Other Special Learning Needs		4	6	3			

Table 1.1li: Educating All Students- CSE

Data Years PROGRAM: CSE	Program Completers	Test Takers	Qualifying Score/Rating	Mean	National Median	EPP Range	% Pass Rate
2014-2015	**12**	**11**		**524**		**505-554**	**91%**
2015-2016	**14**	**11**	**500**	**520**		**500-535**	**100%**
2016-2017	**5**	**3**		**517**		**515-518**	**100%**
EAS Sub-Areas	Performance Levels for Test Takers						
	++++	+++	++	+			
Competency 1: Diverse Student Populations							
2014-2015 n=11	3	3	5				
2015-2016 n=11		5	5	1			
2016-2017 n=3			2	1			
Competency 2: English Language Learners							
2014-2015 n=11	3	6	1	1			
2015-2016 n=11		6	5				
2016-2017 n=3		2	1				
Competency 3: Students with Disabilities and Other Special Learning Needs							
2014-2015 n=11	1	4	4	2			
2015-2016 n=11	1	5	4	1			
2016-2017 n=3		1	2				
Competency 4: Teacher Responsibilities							
2014-2015 n=11		3	6	2			
2015-2016 n=11	5	3	3				
2016-2017 n=3	2	1					
Competency 5: School Home Relationships							
2014-2015 n=11	1	6	4				
2015-2016 n=11	4	4	3				
2016-2017 n=3	2	1					
Constructed Response							
Diverse Student Populations	5	9	5	6			
English Language Learners	3	7	10	5			
SwD & Other Special Learning Needs	1	9	8	7			

Table 1.1lii: Educating all Students - CE

Data Years PROGRAM: CE	Program Completers	Test Takers	Qualifying Score	Mean	National Median	EPP Range	% Pass Rate
2014-2015	**0**	**NA**				**NA**	
2015-2016	**1**	**1**	**500**	**524**		**524**	**100%**
2016-2017	**0**	**NA**				**NA**	
EAS Sub-Areas	Performance Levels for Test Takers						
	++++	+++	++	+			
Competency 1: *Diverse Student Populations*							
2014-2015 n=0							
2015-2016 n=1		1					
2016-2017 n=0							
Competency 2: *English Language Learners*							
2014-2015 n=0							
2015-2016 n=1		1					
2016-2017 n=0							
Competency 3: *Students with Disabilities and Other Special Learning Needs*							
2014-2015 n=0							
2015-2016 n=1		1					
2016-2017 n=0							
Competency 4: *Teacher Responsibilities*							
2014-2015 n=0							
2015-2016: n=1		1					
2016-2017 n=0							
Competency 5: *School Home Relationships*							
2014-2015 n=0							
2015-2016 n=1			1				
2016-2017 n=0							
Constructed Response							
Diverse Student Populations		1					
English Language Learners			1				
SwD & Other Special Learning Needs		1					

Figure 1.1b Test Takers by program—EAS

Percentage of Test Takers and Pass Rate
EAS State Certification Exam
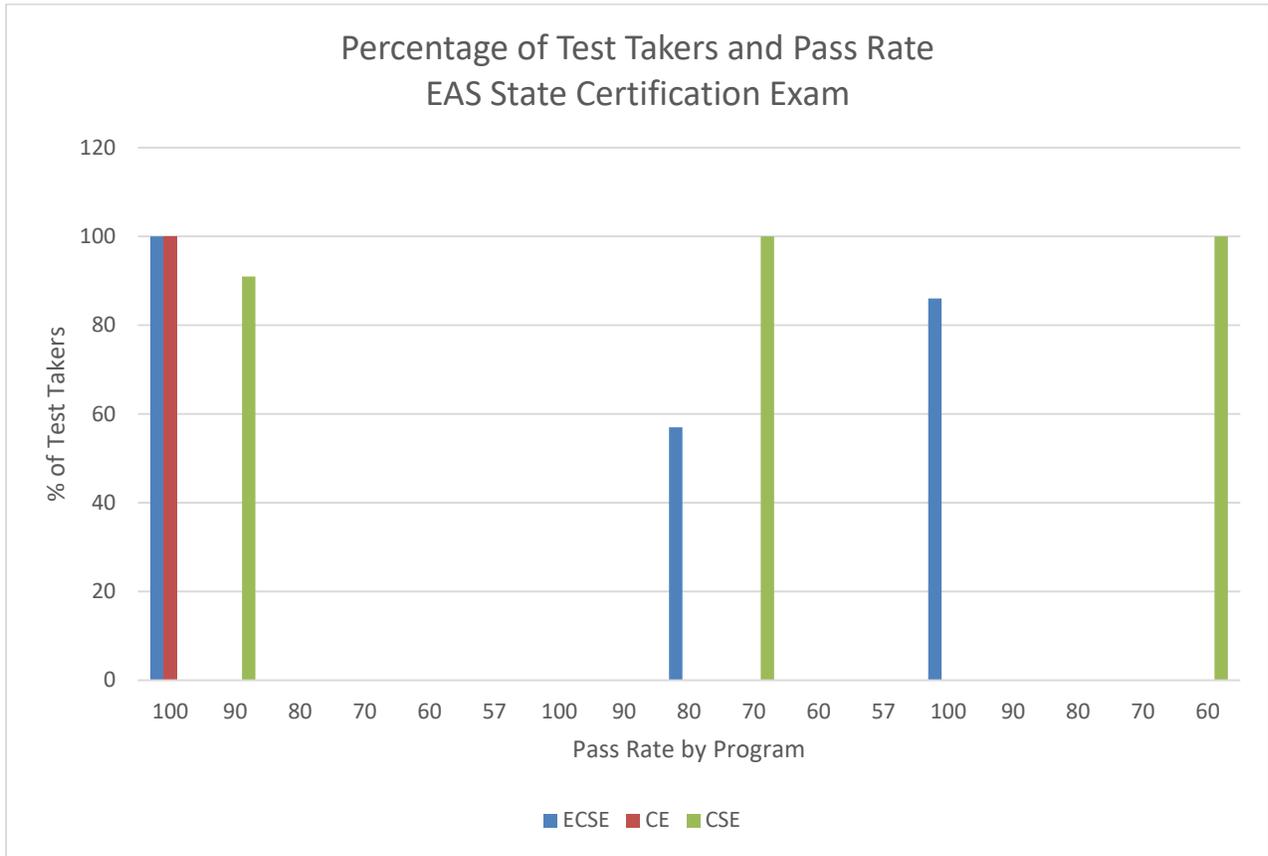
Table 1.1m: Candidate Performance in Content Areas – Disaggregated GPAs by Program

Program Concentration Areas	N and Mean GPAs for Candidates			N and Mean GPAs for Non-Candidates		
	2015	2016	2017	2015	2016	2017
Early Childhood Special Education						
Transition Point 1: Entry Coursework				**Performance in General Education Courses**		
ENGLISH	N:16 Mean: 2.7 Range: 2.7-3.7	N: 11 Mean: 3.0 Range:2.9-3.6	N:11 Mean: 2.9 Range: 2.5-4.0	N: 60 Mean: 2.0 Range: 1.0-3.7	N: 70 Mean: 3.0 Range: 1.5– 4.0	N: 65 Mean: 2.5 Range: 1.0-4.0
MATH	N:16 Mean: 2.4 Range: 2.3-4.0	N: 11 Mean: 2.6 Range: 2.5-3.3	N:11 Mean: 3.2 Range: 2.5-4.0	N: 51 Mean: 2.4 Range:1.0-4.0	N: 39 Mean: 3.1 Range: 1.5-4.0	N: 49 Mean: 2.5 Range: 1.0-4.0
SCIENCE	N:16 Mean: 2.5 Range: 2.3-3.7	N:11 Mean: 3.4 Range: 3.0-4.0	N:11 Mean: 2.4 Range: 2.0-3.6	N: 956 Mean: 2.0 Range: 1.0-4.0	N: 1138 Mean: 2.5 Range: 1.0-4.0	N: 1073 Mean: 2.5 Range: 1.0-4.0
Transition Point 2: Concentration Courses				**Performance in the Majors**		
ENGLISH	N:0	N: 1	N: 1	N: 11	N: 11	N: 15

38

	Mean: Range:	Mean: 3.0 Range: 3.0-4.0	Mean: 3.0 Range: 2.3-3.7	Mean: 2.8 Range:2.1 – 2.9	Mean:3.1 Range: 2.1– 3.1	Mean: 2.8 Range: 2.1-2.9
MATH	N: 1 Mean: 3.5 Range: 3.0-4.0	N: 0 Mean: Range:	N: 1 Mean: 2.4 Range: 2.0-3.7	N: 3 Mean: 3.0 Range: 2.0-3.7	N: 9 Mean: 3.1 Range:2.5-3.2	N: 11 Mean: 3.2 Range: 2.5-3.5
SCIENCE	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 1 Mean: 3.0 Range: 2.0–4.0	N: 84 Mean: 3.1 Range: 2.0-4.0	N: 101 Mean: 3.1 Range:2.1-3.1	N: 136 Mean: 3.1 Range: 2.7-3.1
SOCIAL STUDIES	N: 0 Mean: Range:	N: 2 Mean: 3.0 Range: 2.0-4.0	N: 1 Mean: 3.2 Range: 3.0-4.0	N:28 Mean: 2.9 Range:2.7-3.1	N: 23 Mean: 3.0 Range: 2.1-3.0	N: 26 Mean: 2.9 Range: 2.1-3.0
PSYCHOLOGY	N: 3 Mean: 3.8 Range: 2.0-4.0	N: 5 Mean: 3.1 Range: 2.0-4.0	N: 3 Mean: 3.0 Range: 2.0-4.0	N: 68 Mean: 3.0 Range: 2.5-3.0	N: 92 Mean: 3.0 Range: 2.1-3.0	N: 85 Mean: 3.0 Range: 2.7-3.0
Childhood Special Education (CSE)						
Transition Point 1: Entry Coursework				**Performance in General Education Courses**		
ENGLISH	N: 8 Mean: 3.7 Range: 3.1-4.0	N: 4 Mean: 3.2 Range: 2.0-4.0	N: 14 Mean: 3.0 Range: 2.5-3.7	N: 60 Mean: 2.0 Range: 1.0-3.7	N: 70 Mean: 3.0 Range: 1.5– 4.0	N: 65 Mean: 2.5 Range: 1.0-4.0
MATH	N: 8 Mean: 3.0 Range: 2.3-4.0	N: 4 Mean: 2.8 Range: 2.5-3.3	N: 14 Mean: 2.6 Range: 2.0-4.0	N: 51 Mean: 2.4 Range:1.0-4.0	N: 39 Mean: 3.1 Range: 1.5-4.0	N: 49 Mean: 2.5 Range: 1.0-4.0
SCIENCE	N: 8 Mean: 3.8 Range: 2.6-4.0	N: 4 Mean: 2.9 Range: 2.5-3.3	N: 14 Mean: 2.3 Range: 2.0-3.7	N: 956 Mean: 2.0 Range: 1.0-4.0	N: 1138 Mean: 2.5 Range: 1.0-4.0	N: 1073 Mean: 2.5 Range: 1.0-4.0
Transition Point 2: Concentration Courses				**Performance in the Majors**		
ENGLISH	N: 4 Mean: 3.1 Range: 2.0-4.0	N: 2 Mean: 3.4 Range:2.3-4.0	N: 1 Mean: 3.1 Range: 2.3-4.0	N: 11 Mean: 2.8 Range:2.1 – 2.9	N: 11 Mean:3.1 Range: 2.1–3.1	N: 15 Mean: 2.8 Range: 2.1-2.9
MATH	N: 3 Mean: 3.2 Range: 2.0-4.0	N: 4 Mean: 3.0 Range: 2.0-4.0	N: 1 Mean: 3.0 Range: 2.0-4.0	N: 3 Mean: 3.0 Range: 2.0-3.7	N: 9 Mean: 3.1 Range:2.5-3.2	N: 11 Mean: 3.2 Range: 2.5-3.5
SCIENCE	N: 1 Mean: 3.0 Range: 2.7-4.0	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 84 Mean: 3.1 Range: 2.0-4.0	N: 101 Mean: 3.1 Range:2.1-3.1	N: 136 Mean: 3.1 Range: 2.7-3.1
SOCIAL STUDIES	N: 4 Mean: 3.2 Range: 2.0-4.0	N: 8 Mean: 3.4 Range: 2.0-4.0	N: 3 Mean: 3.4 Range: 2.3-4.0	N:28 Mean: 2.9 Range:2.7-3.1	N: 23 Mean: 3.0 Range: 2.1-3.0	N: 26 Mean: 2.9 Range: 2.1-3.0
Childhood Education (CE)						
Transition Point 1: Entry Coursework				**Performance in General Education Courses**		
ENGLISH	N: 2 Mean: 3.4 Range: 3.3-3.6	N: 1 Mean: 3.6 Range: 3.0-3.6	N: 2 Mean: 3.1 Range: 2.6-3.7	N: 60 Mean: 2.0 Range: 1.0-3.7	N: 70 Mean: 3.0 Range: 1.5– 4.0	N: 65 Mean: 2.5 Range: 1.0-4.0
MATH	N: 2 Mean: 2.8 Range: 2.6-3.0	N: 1 Mean: 2.3 Range: 2.0-2.5	N: 2 Mean: 2.9 Range: 2.5-3.3	N: 51 Mean: 2.4 Range:1.0-4.0	N: 39 Mean: 3.1 Range: 1.5-4.0	N: 49 Mean: 2.5 Range: 1.0-4.0
SCIENCE	N: 2	N: 1	N: 2	N: 956	N: 1138	N: 1073

	Mean: 2.8 Range: 2.7-3.0	Mean: 3.0 Range: 3.0-3.2	Mean: 3.0 Range: 3.0-3.5	Mean: 2.0 Range: 1.0-4.0	Mean: 2.5 Range: 1.0-4.0	Mean: 2.5 Range: 1.0-4.0
	Transition Point 2: Concentration Courses			**Performance in the Majors**		
ENGLISH	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 11 Mean: 2.8 Range:2.1 – 2.9	N: 11 Mean:3.1 Range: 2.1–3.1	N: 15 Mean: 2.8 Range: 2.1-2.9
MATH	N: 0 Mean: Range:	N: 1 Mean: 3.2 Range: 2.0-4.0	N: 0 Mean: Range:	N: 3 Mean: 3.0 Range: 2.0-3.7	N: 9 Mean: 3.1 Range:2.5-3.2	N: 11 Mean: 3.2 Range: 2.5-3.5
SCIENCE	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 84 Mean: 3.1 Range: 2.0-4.0	N: 101 Mean: 3.1 Range:2.1-3.1	N: 136 Mean: 3.1 Range: 2.7-3.1
SOCIAL STUDIES	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 0 Mean: Range:	N: 28 Mean: 2.9 Range:2.7-3.1	N: 23 Mean: 3.0 Range: 2.1-3.0	N: 26 Mean: 2.9 Range: 2.1-3.0

Table 1.1n: Candidate Performance on Reading Intervention Project

CSE Candidate Performance Summary Data Table

EDUC 381: READING INTERVENTION PROJECT

In 2016, another component of the assignment introduced the degree to which the experience impacted both candidate and student learning. This value-added element expands data reporting on this assignment to include impact on P-6 students. Referred to as *Closing the Gap*, the data constitutes two years of implementation, and shows the impact of candidate interventions in improving the performances of struggling readers identified by partner schools.

DATA YEAR	% EXEMPLARY A- to A+ 90-100	% COMPETENT B – to B+ 80-89	% EMERGING C to C+ 70-79
2017 (N=16)	**0%** [0]	**81%** [13]	**19%** [3]
2016 (N=8)	**0%** [0]	**75%** [6]	**25%** [2]
2015 (N =14)	**93%** [13]	**7%** [1]	**0%** [0]

*Reading Intervention Project - Disaggregated Data Table: **2017 (N=16)***

UNIT DIMENSIONS	CEC STANDARDS	% EXEMPLARY	% COMPETENT	% EMERGING
	CEC 1.0 Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities	**0%** 0	**81%** 13	**19%** 3
KNOWLEDGE	**CEC 1.1** Understand how language and culture, or family background influence the learning of individuals with exceptionalities	**0%**	**81%**	**19%**

		0	13	3
	CEC 3.3 Implement modified general and specialized curricula to make them accessible to individuals with exceptionalities	**0%** 0	**81%** 13	**19%** 3
ANALYTICAL ABILITY	**CEC 4.1** Select and use technically sound informal assessments that minimize bias	**0%** 0	**88%** 14	**12%** 2
CREATIVITY	**CEC 4.2** Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities	**0%** 0	**81%** 13	**19%** 3
	CEC 4.4 Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them	**0%** 0	**88%** 14	**12%** 2
	CEC 6.0 Use foundational knowledge to engage in lifelong learning and regularly reflect on their practice	**0%**	**94%**	**6%**

PROFESSIONALISM		0	15	1
	CEC 6.4 Understand the significance of lifelong learning and participate in professional activities and learning communities	**0%** 0	**88%** 14	**12%** 2

*Reading Intervention Project - Disaggregated Data Table: **2016 (N=20)***

UNIT DIMENSIONS	CEC STANDARDS	% EXEMPLARY	% COMPETENT	% EMERGING
KNOWLEDGE	**CEC 1.0** Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities		**75%** 6	**25%** 2
	CEC 1.1 Understand how language and culture, or family background influence the learning of individuals with exceptionalities		**75%** 6	**25%** 2
ANALYTICAL ABILITY	**CEC 3.3** Implement modified general and specialized curricula to make them accessible to individuals with exceptionalities		4	4
	CEC 4.1			

43

			75%	25%
	Select and use technically sound informal assessments that minimize bias		6	2
CREATIVITY	**CEC 4.2** Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities		75% 6	25% 2
	CEC 4.4 Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them		75% 6	25% 2
PROFESSIONALISM	**CEC 6.0** Use foundational knowledge to engage in lifelong learning and regularly reflect on their practice		75% 6	25% 2
	CEC 6.4 Understand the significance of lifelong learning and participate in professional activities and learning communities		75% 6	25% 2

*Reading Intervention Project - Disaggregated Data Table: **2015 (N=14)***

UNIT DIMENSIONS	CEC STANDARDS	% EXEMPLARY	% COMPETENT	% EMERGING
KNOWLEDGE	**CEC 1.0** Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities	**86%** 12	**14%** 2	**0%** 0
	CEC 1.1 Understand how language and culture, or family background influence the learning of individuals with exceptionalities	**93%** 13	**7%** 1	**0%** 0
ANALYTICAL ABILITY	**CEC 3.3** Implement modified general and specialized curricula to make them accessible to individuals with exceptionalities	**71%** 10	**29%** 4	**0%** 0
	CEC 4.1 Select and use technically sound informal assessments that minimize bias	**93%** 13	**7%** 1	**0%** 0
	CEC 4.2 Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities	**93%** 13	**7%** 1	**0%** 0

CREATIVITY	**CEC 4.4** Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them	**86%**	**14%**	**0%**
		12	2	0
PROFESSIONALISM	**CEC 6.0** Use foundational knowledge to engage in lifelong learning and regularly reflect on their practice	**71%**	**22%**	**7%**
		10	3	1
	CEC 6.4 Understand the significance of lifelong learning and participate in professional activities and learning communities	**79%**	**14%**	**7%**
		11	2	1

Table 1.1ni: Student Learning Outcomes from Reading Intervention Project

Candidate Impact on Student Learning: Reading Intervention Project

Value Added – Candidate Learning Performance Summary Data (Implemented 2016)

Year: N	CEC Standard	% Exemplary	% Competent	% Emerging
2017: 16	6.0	0%	0%	100% [16]
2016: 8	6.0	0%	50% [4]	50% [4]
2015:	Not Implemented: No data available			

Closing the Gap – Response to Intervention Outcomes Summary Data

Data Year	# of P-12 Students: Grades	Deficit Area	Strategies Used	Learning Outcomes Areas Mastered (%)
2017	**40** Grades K-2	Word Reading Phases	Letter Recognition Foundations Tapping Blending Graphemes Literal Comprehension Great Leaps Assessments Word Wheels PCV Pipe Inferential Comprehension	Upper Case Letter Identification (57%) Lower Case Letter Knowledge (75%) Consonant Sound Knowledge (76%) Vowel Sound Knowledge (67%) Literal Comprehension (65%) Inferential Knowledge (37%)
2016	**28** Grades 2 and 3	Word Reading Phases	Letter Recognition Foundations Tapping Blending Graphemes Literal Comprehension Great Leaps Assessments Word Wheels PCV Pipe Inferential Comprehension	Consonant Knowledge (90%) Vowel Knowledge (90%) Multi-letter Knowledge (50%) Early Affix Knowledge (50%)
2015	Not Implemented: NO DATA AVAILABLE			

Table 1.1o: Candidate Performance on Test Development Project

DATA YEAR: N	% EMERGING C to C+ 70-79	% COMPETENT B – to B+ 80-89	% EXEMPLARY A- to A+ 90-100
2017: N = 21	5% [1]	52% [11]	43% [9]
2016: N =36	20% [7]	33% [12]	47% [17]
2015: N =10	0%	50% [5]	50% [5]

*Candidate Disaggregated Performance Data Table: Test Development Project: **2017***

Dimension and Tasks	YEAR 2017	Emerging C to C+ 70-79	Competent B – to B+ 80-89	Exemplary A- to A+ 90-100
CEC 4 - ISCI 4 S1 ***Candidates gather relevant background information*** from parents and teachers and prepare anecdotal notes. ***10 pts.***	N= 21	1	9	11
CEC 4 - ISCI 4 S2 ***Candidates administer nonbiased formal and informal assessments*** and make comparisons with Statewide Standardized Tests • Anecdotal Notes • Peabody Individual Achievement test • Woodcock Reading Mastery Test/WJ Math Reasoning Test • NYS Standardized Tests (ELA) ***20 pts.***		1	8	12
CEC 4 - ISCI 4 S4 ***Candidates develop or modify individualized assessment strategies*** to plan, evaluate and strengthen instruction by their clear inclusion of the following elements: • Detailed assessment is included before, during and after instruction • Assessments are grounded in developmental theories • Assessments are based on concepts of intelligence		1	12	8

• Assessments are based on curricula theories **20 pts**.			
CEC 4 - I ISCI 4 S8 *Candidates evaluate instruction and monitor progress of individuals with exceptional learning needs* to ensure the continuous intellectual, social and physical development of learners. **Content Areas & Learning Targets** • Candidates include appropriate content area information • Learning targets, sources, and objectives are appropriately reflected in assessment • Table of Specification is appropriately developed • Table of Specifications is appropriately included in assessment **30 pts.**	1	10	10
CEC 4: IGC4 S3 and IIC4 S3 *Candidates select, adapt, modify and use exceptionality-specific assessment instruments with individuals with disabilities, including the appropriate use of assistive technology* *10 pts.*	1	11	9
CEC4: IGC4 S4/IIC4 S4 *Candidates assess reliable methods of responses of individuals who lack typical communication and performance abilities.* *10 pts.*	1	11	9

*Candidate Disaggregated Performance Data Table: Test Development Project: **2016***

Dimension and Tasks	**YEAR 2016**	**Emerging C to C+** 70-79	**Competent B – to B+** 80-89	**Exemplary A- to A+** 90-100
CEC 4 - ISCI 4 S1 *Candidates gather relevant background information* from parents and teachers and prepare anecdotal notes. *10 pts.*	N= 36	6	18	12
CEC 4 - ISCI 4 S2 *Candidates administer nonbiased formal and informal assessments* and make comparisons with Statewide Standardized Tests • Anecdotal Notes • Peabody Individual Achievement test		8	10	18

• Woodcock Reading Mastery Test/WJ Math Reasoning Test • NYS Standardized Tests (ELA) *20 pts.*			
CEC 4 - ISCI 4 S4 *Candidates develop or modify individualized assessment strategies* to plan, evaluate and strengthen instruction by their clear inclusion of the following elements: • Detailed assessment is included before, during and after instruction • Assessments are grounded in developmental theories • Assessments are based on concepts of intelligence • Assessments are based on curricula theories *20 pts*.	7	12	17
CEC 4 - I ISCI 4 S8 *Candidates evaluate instruction and monitor progress of individuals with exceptional learning needs* to ensure the continuous intellectual, social and physical development of learners. **Content Areas & Learning Targets** • Candidates include appropriate content area information • Learning targets, sources, and objectives are appropriately reflected in assessment • Table of Specification is appropriately developed • Table of Specifications is appropriately included in assessment *30 pts.*	7	12	17
CEC 4: IGC4 S3 and IIC4 S3 *Candidates select, adapt, modify and use exceptionality-specific assessment instruments with individuals with disabilities, including the appropriate use of assistive technology* *10 pts.*	7	11	18
CEC4: IGC4 S4/IIC4 S4 *Candidates assess reliable methods of responses of individuals who lack typical communication and performance abilities.* *10 pts.*	7	11	18

Table 1.1p: Authentic Assessment - ECSE 2016
Academic Year 2016 (N= 20)

Standard/ Element	Unsatisfactory	Emerging	Competent	Exemplary
CEC 1 / NAEYC 1	0	10%	60%	30%
NAEYC 3 / CEC 4	0	0	70%	30%
NAEYC 4 / CEC 5	0	0	70%	30%

Table 1.1pi: Authentic Assessment – ECSE 2017
Academic Year 2017 (N= 23)

Standard/ Element	Unsatisfactory	Emerging	Competent	Exemplary
CEC 1 / NAEYC 1	0	0	17.4%	82.6%
NAEYC 3 / CEC 4	0	47.8%	0	52.8%
NAEYC 4 / CEC 5	0	17.3%	82.7%	0

Table 1.1q Clinical Practice Implementation and Planning Data ESCE

Summary of Data for Two Cycles 2016-2017

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION				
Planning Interrater Reliability-.517 lower range .369 upper range .624				
Implementation Interrater Reliability- .383 lower range -.080 upper-range .626				
PLANNING				
Basic Level for Instruction to Develop Knowledge of Pedagogical Constraints and Considerations: Influences in the Learning Environment in Applying content Knowledge				
Standards	**Emerging**	**Competent**	**Exemplary**	**Mean**
NAEYC 2	10%	57.5%	32.5%	84
NAEYC 4	11%	58.7%	30%	84
NAEYC 6	9.4%	60%	30.6%	87
CEC 2	10%	60%	30%	87
CEC6	19%	51%	30%	80
CEC 7	9.6%	56%	34%	86
Intermediate Planning for Instruction: Understanding Content Knowledge and its Intersection with Child Development				
Standards	Emerging	Competent	Exemplary	Mean
NAEYC 1	12.5%	55%	32.5%	84
NAEYC 5	11%	55%	34%	86
NAEYC 6	10%	63%	27%	85
CEC 1	10%	50%	40%	88
CEC 3	9%	66%	25%	80

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION				
Planning Interrater Reliability-.517 lower range .369 upper range .624 Implementation Interrater Reliability- .383 lower range -.080 upper-range .626				
CEC 5	10%	60%	30%	86
CEC 7	11%	59%	30%	82
Advanced Independent Planning of Instruction: Children's Abilities Assets and Challenges Inform Teaching Accommodating Learning Differences				
Standards	Emerging	Competent	Exemplary	Mean
NAEYC 4	10%	51%	39%	89
CEC 1	10%	50%	40%	89
CEC 3	9%	66%	25%	83
CEC 4	25%	47.5%	27.5%	84
CEC 5	10%	51%	39%	
Advanced Planning of Instruction for Content Knowledge Relating Children's Prior Knowledge to Language and Literacy Development to Support an Understanding of the Central Focus				
Standards	Emerging	Competent	Exemplary	Mean
NAEYC 3	22%	48%	30%	80
NAEYC 4	3%	50%	47%	80
CEC 4	3%	59%	38%	87
CEC 5	3%	50%	47%	88
Supporting Children's Development and Learning to Apply Content Knowledge Using Appropriate Instructional Strategies				
Standards	Emerging	Competent	Exemplary	Mean

	N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION			
	Planning Interrater Reliability-.517 lower range .369 upper range .624			
	Implementation Interrater Reliability- .383 lower range -.080 upper-range .626			
1	NAEYC	7.5%	65%	27.5%	86
2	NAEYC	3%	61%	36%	86
4	NAEYC	3%	62.5%	34.5%	86
	CEC 1	3%	59%	38%	84
	CEC 2	7.5%	65%	27.5%	88
	CEC 5	3%	62.5%	34.5%	86
	CEC 6	10%	65%	25%	84
	Advanced Planning of Instruction of Content Knowledge: Supporting Children's Language Development				
	Standards	Emerging	Competent	Exemplary	Mean
4	NAEYC	7.5%	65%	27.5%	85
	Standards	Emerging	Competent	Exemplary	Mean
5	NAEYC	7.5%	65%	27.5%	85
	CEC 5	7.5%	65%	27.5%	85
	Overall Planning for Appropriate Inclusion: More Attention to Learning Differences				
	CEC 2	0%	50%	50%	89
	CEC 3	0%	50%	50%	89
	IMPLEMENTATION				
	Implementation of Learning Experience through Instructional Strategies: Promoting a Positive Learning Environment				
	Standards	Emerging	Competent	Exemplary	Mean
1	NAEYC	19%	52%	29%	84

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION				
Planning Interrater Reliability-.517 lower range .369 upper range .624 Implementation Interrater Reliability- .383 lower range -.080 upper-range .626				
NAEYC 2	23%	40%	37%	84
NAEYC 4	20%	52.5%	27.5%	84
CEC 5	20%	47.5%	32.5%	84
CEC 6	23%	40%	37%	84
Implementation of Learning Experience: Engaging Children in Differential Learning Using Developmentally Appropriate Practices				
Standards	Emerging	Competent	Exemplary	Mean
NAEYC 1	20%	57.5%	22.5%	86
NAEYC 2	18%	50%	32%	86
NAEYC 4	20%	55%	25%	84
CEC 1	38%	43%	19%	82
CEC 3	22.5%	55%	22.5%	84
CEC 4	25%	52.5%	22.5%	84
CEC 5	19%	53%	28%	84
Implementation of Learning Experience through Instructional Strategies: Imparting Content Knowledge				
Standards	Emerging	Competent	Exemplary	Mean
NAEYC 5	19%	55%	26%	83
CEC 3	20%	52.5%	27.5%	84

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION				
Planning Interrater Reliability-.517 lower range .369 upper range .624 Implementation Interrater Reliability- .383 lower range -.080 upper-range .626				
CEC 5	20%	55%	20%	84
Implementation of Learning Experience: Pedagogical Content Knowledge (applying content knowledge)				
Standards	Emerging	Competent	Exemplary	Mean
CEC 3	20%	47.5%	32.5%	84
CEC 5	20%	47.5%	32.5%	84
Self-Reflection: Analyzing Teaching				
Standards	Emerging	Competent	Exemplary	Mean
NAEYC 1	22.5%	52.5%	25%	83
NAEYC 5	20%	57.5%	22.5%	83
CEC 1	21%	59%	20%	86
CEC2	20%	65%	15%	87
CEC 4	22.5%	52.5%	25%	83
OUTCOMES				
Analyzing Children's Learning				
Standards	Emerging	Competent	Exemplary	Mean
NAEYC 3	23%	46%	31`%	80
NAEYC 4	32.5%	37.5%	30%	80
CEC 1	32.5%	37.5%	30%	80
CEC 4	32.5%	37.5%	30%	80
CEC 6	32.5%	37.5%	30%	80

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION				
Planning Interrater Reliability-.517 lower range .369 upper range .624 Implementation Interrater Reliability- .383 lower range -.080 upper-range .626				
Outcomes of Student Assessment: Feedback to Guide Further Learning				
Standards	Emerging	Competent	Exemplary	Mean
NAEYC 4	32.5%	37.5%	30%	80
CEC 6	32.5%	37.5%	30%	80
Outcomes of Assessment : Evidence of Language Understanding and Use				
Standards	Emerging	Competent	Exemplary	Mean
NAEYC 4	12.5%	57.5%	30%	83
CEC 6	12.5%	57.5%	30%	83
Outcomes of Assessment: Using Assessment to Inform Instruction				
Standards	Emerging	Competent	Exemplary	Mean
NAEYC 6	32.5%	47.5%	25%	81
Standards	Emerging	Competent	Exemplary	Mean
CEC 6	32.5%	47.5%	25%	81
Overall Evaluation of Teacher Candidate Assessment of Children's Learning				
Standards	Emerging	Competent	Exemplary	Mean

	N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION				
	Planning Interrater Reliability-.517 lower range .369 upper range .624 Implementation Interrater Reliability- .383 lower range -.080 upper-range .626				
1	NAEYC	32.5%	32.5%	35%	80
3	NAEYC	13%	55%	32%	84
4	NAEYC	12.5%	52.5%	35%	86
	CEC 2	32.5%	32.5%	35%	80
	CEC 4	12.5%	55%	32.5%	84

Table 1.1qi: Clinical Practice Implementation Data – CSE

CHILDHOOD SPECIAL EDUCATION
CLINICAL PRACTICE: IMPLEMENTATION
SUMMARY DATA

UNIT DIMENSIONS CEC ALIGNMENTS	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: FALL 2014 N = 12			
		Exemplary SCORE 3 Grade Range: A-/A (90-100)	Competent SCORE 2 Grade Range: B-/B/B+ (80-89)	Emerging SCORE 1 Grade Range: C/C+ (70-79)	Unsatisfactory Score 0 Grade Range: D/F (0-69)
Teaching Learners with Diverse Needs: [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]	Standard 2 – Learning Differences: 2(a)	6	5	1	
Using Adaptations for Diverse Learning Differences: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]	Standard 1 – Learner Development: 1(b)]	6	5	1	
Using Effective Strategies to Promote Active Engagement in Learning: Technology Enhanced Instruction: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3]	Standard 8 – Instructional Strategies: 8(a)	7	5	0	
Practices and Behaviors of Developing Career Special Education Teachers: [CEC Initial Preparation Standard 2- Learning Environments: 2.1]	Standard 3 – Learning Environments: 4(d)	6	4	2	
Effective communication: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3, 5.4]	Standard 1 – Learner Development: 1(g)] Standard 2 – Learning Differences: 2(e)]	6	4	2	

Using Effective Instructional Plans: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.2, 3.3]	Standard 4 – Content Knowledge: 4(f)] Standard 7: Planning for Instruction: 7(a)]	**6**	**5**	**1**	
Using Appropriate Assessments for Instruction: . [CEC Initial Preparation Standard 4- Assessment: 4.1-4.4]	Standard 6: Planning for Instruction	**6**	**5**	**1**	

CHILDHOOD SPECIAL EDUCATION

CLINICAL PRACTICE: IMPLEMENTATION
SUMMARY DATA

UNIT DIMENSIONS CEC ALIGNMENTS	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: SPRING 2015 N = 12			
		Exemplary SCORE 3 Grade Range: A-/A (90-100)	Competent SCORE 2 Grade Range: B-/B/B+ (80-89)	Emerging SCORE 1 Grade Range: C/C+ (70-79)	Unsatisfactory Score 0 Grade Range: D/F (0-69)
Teaching Learners with Diverse Needs: [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]	Standard 2 – Learning Differences: 2(a)	6	6		
Using Adaptations for Diverse Learning Differences: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]	Standard 1 – Learner Development: 1(b)]	6	5	1	
Using Effective Strategies to Promote Active Engagement in Learning: Technology Enhanced Instruction: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3]	Standard 8 – Instructional Strategies: 8(a)	6	5	1	
Practices and Behaviors of Developing Career Special Education Teachers: [CEC Initial Preparation Standard 2- Learning Environments: 2.1]	Standard 3 – Learning Environments: 4(d)	6	4	2	
Effective communication: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3, 5.4]	Standard 1 – Learner Development: 1(g)] Standard 2 – Learning Differences: 2(e)]	6	4	2	
Using Effective Instructional Plans: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.2, 3.3]	Standard 4 – Content Knowledge: 4(f)] Standard 7: Planning for Instruction: 7(a)]	6	4	2	
Using Appropriate Assessments for Instruction: [CEC Initial Preparation Standard 4- Assessment: 4.1-4.4]	Standard 6: Planning for Instruction	6	5	1	

CHILDHOOD SPECIAL EDUCATION

CLINICAL PRACTICE: IMPLEMENTATION

SUMMARY DATA

UNIT DIMENSIONS CEC ALIGNMENTS	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: FALL 2015 N = 14			
		Exemplary SCORE 3 Grade Range: A-/A (90-100)	Competent SCORE 2 Grade Range: B-/B/B+ (80-89)	Emerging SCORE 1 Grade Range: C/C+ (70-79)	Unsatisfactory Score 0 Grade Range: D/F (0-69)
Teaching Learners with Diverse Needs: [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]	Standard 2 – Learning Differences: 2(a)	5	8	1	
Using Adaptations for Diverse Learning Differences: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]	Standard 1 – Learner Development: 1(b)]	5	8	1	
Using Effective Strategies to Promote Active Engagement in Learning: Technology Enhanced Instruction: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3]	Standard 8 – Instructional Strategies: 8(a)	5	9		
Practices and Behaviors of Developing Career Special Education Teachers: [CEC Initial Preparation Standard 2- Learning Environments: 2.1]	Standard 3 – Learning Environments: 4(d)	6	6	2	
Effective communication: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3, 5.4]	Standard 1 – Learner Development: 1(g)] Standard 2 – Learning Differences: 2(e)]	6	7	1	

Using Effective Instructional Plans: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.2, 3.3]	Standard 4 – Content Knowledge: 4(f)] Standard 7: Planning for Instruction: 7(a)]	**6**	**6**	**2**
Using Appropriate Assessments for Instruction: . [CEC Initial Preparation Standard 4- Assessment: 4.1-4.4]	Standard 6: Planning for Instruction	**6**	**6**	**2**

CHILDHOOD SPECIAL EDUCATION

CLINICAL PRACTICE: IMPLEMENTATION
SUMMARY DATA

UNIT DIMENSIONS CEC ALIGNMENTS	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: SPRING 2016 N = 14			
		Exemplary SCORE 3 Grade Range: A-/A (90-100)	Competent SCORE 2 Grade Range: B-/B/B+ (80-89)	Emerging SCORE 1 Grade Range: C/C+ (70-79)	Unsatisfactory Score 0 Grade Range: D/F (0-69)
Teaching Learners with Diverse Needs: [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]	Standard 2 – Learning Differences: 2(a)	5	9		
Using Adaptations for Diverse Learning Differences: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]	Standard 1 – Learner Development: 1(b)]	5	9		
Using Effective Strategies to Promote Active Engagement in Learning: Technology Enhanced Instruction: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3]	Standard 8 – Instructional Strategies: 8(a)	5	9		
Practices and Behaviors of Developing Career Special Education Teachers: [CEC Initial Preparation Standard 2- Learning Environments: 2.1]	Standard 3 – Learning Environments: 4(d)	6	6	2	
Effective communication: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3, 5.4]	Standard 1 – Learner Development: 1(g)] Standard 2 – Learning Differences: 2(e)]	6	7	1	
Using Effective Instructional Plans: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.2, 3.3]	Standard 4 – Content Knowledge: 4(f)] Standard 7: Planning for Instruction: 7(a)]	6	6	2	
Using Appropriate Assessments for Instruction: . [CEC Initial Preparation Standard 4- Assessment: 4.1-4.4]	Standard 6: Planning for Instruction	6	6	2	

CHILDHOOD SPECIAL EDUCATION

CLINICAL PRACTICE: IMPLEMENTATION
SUMMARY DATA

UNIT DIMENSIONS CEC ALIGNMENTS	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: FALL 2016 N = 5			
		Exemplary SCORE 3 Grade Range: A-/A (90-100)	**Competent** SCORE 2 Grade Range: B-/B/B+ (80-89)	**Emerging** SCORE 1 Grade Range: C/C+ (70-79)	**Unsatisfactory** Score 0 Grade Range: D/F (0-69)
Teaching Learners with Diverse Needs: [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]	Standard 2 – Learning Differences: 2(a)	2	2	1	
Using Adaptations for Diverse Learning Differences: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]	Standard 1 – Learner Development: 1(b)]	2	2	1	
Using Effective Strategies to Promote Active Engagement in Learning: Technology Enhanced Instruction: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3]	Standard 8 – Instructional Strategies: 8(a)	2	2	1	
Practices and Behaviors of Developing Career Special Education Teachers: [CEC Initial Preparation Standard 2- Learning Environments: 2.1]	Standard 3 – Learning Environments: 4(d)	2	2	1	
Effective communication: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3, 5.4]	Standard 1 – Learner Development: 1(g)] Standard 2 – Learning Differences: 2(e)]	3	1	1	

Using Effective Instructional Plans: **[CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.2, 3.3]**	**Standard 4 – Content Knowledge: 4(f)]** **Standard 7: Planning for Instruction: 7(a)]**	**3**	**1**	**1**
Using Appropriate Assessments for Instruction: . **[CEC Initial Preparation Standard 4- Assessment: 4.1-4.4]**	**Standard 6: Planning for Instruction**	**3**	**1**	**1**

CHILDHOOD SPECIAL EDUCATION

CLINICAL PRACTICE: IMPLEMENTATION
SUMMARY DATA

UNIT DIMENSIONS CEC ALIGNMENTS	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: SPRING 2017 N = 5			
		Exemplary SCORE 3 Grade Range: A-/A (90-100)	**Competent** SCORE 2 Grade Range: B-/B/B+ (80-89)	**Emerging** SCORE 1 Grade Range: C/C+ (70-79)	**Unsatisfactory** Score 0 Grade Range: D/F (0-69)
Teaching Learners with Diverse Needs: [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]	Standard 2 – Learning Differences: 2(a)	2	2	1	
Using Adaptations for Diverse Learning Differences: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]	Standard 1 – Learner Development: 1(b)]	1	3	1	
Using Effective Strategies to Promote Active Engagement in Learning: Technology Enhanced Instruction: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3]	Standard 8 – Instructional Strategies: 8(a)	1	3	1	
Practices and Behaviors of Developing Career Special Education Teachers: [CEC Initial Preparation Standard 2- Learning Environments: 2.1]	Standard 3 – Learning Environments: 4(d)	2	3		
Effective communication: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3, 5.4]	Standard 1 – Learner Development: 1(g)] Standard 2 – Learning Differences: 2(e)]	1	3	1	

Using Effective Instructional Plans: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.2, 3.3]	Standard 4 – Content Knowledge: 4(f)] Standard 7: Planning for Instruction: 7(a)]	**1**	**3**	**1**	
Using Appropriate Assessments for Instruction: . [CEC Initial Preparation Standard 4- Assessment: 4.1-4.4]	Standard 6: Planning for Instruction	**2**	**2**	**1**	

Table 1.1qii: clinical Practice Implementation Data – CE (and CSE)

CLINICAL PRACTICE – **IMPLEMENTATION** SUMMARY DATA - Fall 2014-Spring 2017

DATA YEAR	N	% EMERGING C to C+	% COMPETENT B – to B+	% EXEMPLARY A- to A+
Spring 2017	6	33% [2]	50% [3]	16% [1]
Fall 2016		33% [2]	33% [2]	33% [2]
Spring 2016	14	7% [1]	50% [7]	43% [6]
Fall 2015		7% [1]	57% [8]	36% [5]
Spring 2015	12	8% [1]	42% [5]	50% [6]
Fall 2014		17% [2]	33% [4]	50% [6]

Table 1.1r: Clinical Practice Planning Data – ECSE

Summary of Data for Two Cycles 2016-2017

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION				
Planning Interrater Reliability-.517 lower range .369 upper range .624 Implementation Interrater Reliability- .383 lower range -.080 upper-range .626				
PLANNING				
Basic Level for Instruction to Develop Knowledge of Pedagogical Constraints and Considerations: Influences in the Learning Environment in Applying content Knowledge				
Standards	**Emerging**	**Competent**	**Exemplary**	**Mean**
NAEYC 2	10%	57.5%	32.5%	84
NAEYC 4	11%	58.7%	30%	84
NAEYC 6	9.4%	60%	30.6%	87
CEC 2	10%	60%	30%	87
CEC6	19%	51%	30%	80
CEC 7	9.6%	56%	34%	86
Intermediate Planning for Instruction: Understanding Content Knowledge and its Intersection with Child Development				
Standards	Emerging	Competent	Exemplary	Mean
NAEYC 1	12.5%	55%	32.5%	84
NAEYC 5	11%	55%	34%	86
NAEYC 6	10%	63%	27%	85
CEC 1	10%	50%	40%	88
CEC 3	9%	66%	25%	80
CEC 5	10%	60%	30%	86
CEC 7	11%	59%	30%	82
Advanced Independent Planning of Instruction: Children's Abilities Assets and Challenges Inform Teaching Accommodating Learning Differences				
Standards	Emerging	Competent	Exemplary	Mean
NAEYC 4	10%	51%	39%	89
CEC 1	10%	50%	40%	89

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION				
Planning Interrater Reliability-.517 lower range .369 upper range .624 Implementation Interrater Reliability- .383 lower range -.080 upper-range .626				
CEC 3	9%	66%	25%	83
CEC 4	25%	47.5%	27.5%	84
CEC 5	10%	51%	39%	
Advanced Planning of Instruction for Content Knowledge Relating Children's Prior Knowledge to Language and Literacy Development to Support an Understanding of the Central Focus				
Standards	Emerging	Competent	Exemplary	Mean
NAEYC 3	22%	48%	30%	80
NAEYC 4	3%	50%	47%	80
CEC 4	3%	59%	38%	87
CEC 5	3%	50%	47%	88
Supporting Children's Development and Learning to Apply Content Knowledge Using Appropriate Instructional Strategies				
Standards	Emerging	Competent	Exemplary	Mean
NAEYC 1	7.5%	65%	27.5%	86
NAEYC 2	3%	61%	36%	86
NAEYC 4	3%	62.5%	34.5%	86
CEC 1	3%	59%	38%	84
CEC 2	7.5%	65%	27.5%	88
CEC 5	3%	62.5%	34.5%	86
CEC 6	10%	65%	25%	84
Advanced Planning of Instruction of Content Knowledge: Supporting Children's Language Development				
Standards	Emerging	Competent	Exemplary	Mean
NAEYC 4	7.5%	65%	27.5%	85
Standards	Emerging	Competent	Exemplary	Mean
NAEYC 5	7.5%	65%	27.5%	85
CEC 5	7.5%	65%	27.5%	85
Overall Planning for Appropriate Inclusion: More Attention to Learning Differences				
CEC 2	0%	50%	50%	89

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION				
Planning Interrater Reliability-.517 lower range .369 upper range .624 Implementation Interrater Reliability- .383 lower range -.080 upper-range .626				
CEC 3	0%	50%	50%	89

IMPLEMENTATION

Implementation of Learning Experience through Instructional Strategies: Promoting a Positive Learning Environment

Standards	Emerging	Competent	Exemplary	Mean
NAEYC 1	19%	52%	29%	84
NAEYC 2	23%	40%	37%	84
NAEYC 4	20%	52.5%	27.5%	84
CEC 5	20%	47.5%	32.5%	84
CEC 6	23%	40%	37%	84

Implementation of Learning Experience: Engaging Children in Differential Learning Using Developmentally Appropriate Practices

Standards	Emerging	Competent	Exemplary	Mean
NAEYC 1	20%	57.5%	22.5%	86
NAEYC 2	18%	50%	32%	86
NAEYC 4	20%	55%	25%	84
CEC 1	38%	43%	19%	82
CEC 3	22.5%	55%	22.5%	84
CEC 4	25%	52.5%	22.5%	84
CEC 5	19%	53%	28%	84

Implementation of Learning Experience through Instructional Strategies: Imparting Content Knowledge

Standards	Emerging	Competent	Exemplary	Mean
NAEYC 5	19%	55%	26%	83
CEC 3	20%	52.5%	27.5%	84
CEC 5	20%	55%	20%	84

Implementation of Learning Experience: Pedagogical Content Knowledge (applying content knowledge)

Standards	Emerging	Competent	Exemplary	Mean

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION				
Planning Interrater Reliability-.517 lower range .369 upper range .624 Implementation Interrater Reliability- .383 lower range -.080 upper-range .626				
CEC 3	20%	47.5%	32.5%	84
CEC 5	20%	47.5%	32.5%	84
Self-Reflection: Analyzing Teaching				
Standards	Emerging	Competent	Exemplary	Mean
NAEYC 1	22.5%	52.5%	25%	83
NAEYC 5	20%	57.5%	22.5%	83
CEC 1	21%	59%	20%	86
CEC2	20%	65%	15%	87
CEC 4	22.5%	52.5%	25%	83
OUTCOMES				
Analyzing Children's Learning				
Standards	Emerging	Competent	Exemplary	Mean
NAEYC 3	23%	46%	31`%	80
NAEYC 4	32.5%	37.5%	30%	80
CEC 1	32.5%	37.5%	30%	80
CEC 4	32.5%	37.5%	30%	80
CEC 6	32.5%	37.5%	30%	80
Outcomes of Student Assessment: Feedback to Guide Further Learning				
Standards	Emerging	Competent	Exemplary	Mean
NAEYC 4	32.5%	37.5%	30%	80
CEC 6	32.5%	37.5%	30%	80
Outcomes of Assessment : Evidence of Language Understanding and Use				
Standards	Emerging	Competent	Exemplary	Mean
NAEYC 4	12.5%	57.5%	30%	83
CEC 6	12.5%	57.5%	30%	83

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION				
Planning Interrater Reliability-.517 lower range .369 upper range .624 Implementation Interrater Reliability- .383 lower range -.080 upper-range .626				
Outcomes of Assessment: Using Assessment to Inform Instruction				
Standards	Emerging	Competent	Exemplary	Mean
6 NAEYC	32.5%	47.5%	25%	81
Standards	Emerging	Competent	Exemplary	Mean
CEC 6	32.5%	47.5%	25%	81
Overall Evaluation of Teacher Candidate Assessment of Children's Learning				
Standards	Emerging	Competent	Exemplary	Mean
1 NAEYC	32.5%	32.5%	35%	80
3 NAEYC	13%	55%	32%	84
4 NAEYC	12.5%	52.5%	35%	86
CEC 2	32.5%	32.5%	35%	80
CEC 4	12.5%	55%	32.5%	84

Table 1.1r: Clinical Practice Planning Data – CSE

CHILDHOOD SPECIAL EDUCATION

UNIT DIMENSIONS CEC Alignments	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: FALL 2014 N = 12			
		Exemplary SCORE 3 Grade Range: A-/A (90-100)	**Competent** SCORE 2 Grade Range: B-/B/B+ (80-89)	**Emerging** SCORE 1 Grade Range: C/C+ (70-79)	**Unsatisfactory** Score 0 Grade Range: D/F (0-69)
1. Central concepts, tools of inquiry, and structures of content: [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.2, 6.3]	Standard 7 – Planning for Instruction and Standard 4 – Content Knowledge: 4(a), 4(o), 4(p)	**6**	**4**	**2**	
2. Development and Characteristics of Learners: [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]. [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]	Standard 7 – Planning for Instruction and Standard 1 – Learner Development: 1(a), 1(b), 1(d), 1(e)	**6**	**4**	**2**	
3. Development, Learning and Motivation: [CEC Initial Preparation Standard 2 - Learner Development and Individual Learning Differences: 1.1, 1.2]	Standard 7 – Planning for Instruction and Standard 2 – Learning Differences: 2(a)-2(k)	**4**	**7**	**1**	
4. Planning and designing innovative learning experiences: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2]	Standard 7 – Planning for Instruction and Standard 5 – Application of Content	**4**	**6**	**2**	
5. Planning and designing appropriate learning environments: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2]	Standard 7 – Planning for Instruction and Standard 3 – Learning Environment: 3(a)-3(m)	**4**	**6**	**2**	
6. Effective Communication: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.3, 5.4]	Standard 7 – Planning for Instruction and Standard 8 – Instructional Strategies	**6**	**4**	**2**	
7. Instructional Planning Methods: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.3]	Standard 7: Planning for Instruction	**4**	**6**	**2**	

8. Assessment: [CEC Initial Preparation Standard 4 - Assessment: 4.1, 4.2, 4.3, 4.4]	Standard 7 – Planning for Instruction and Standard 6: Assessment	7	4	1	
9. Professional and Ethical Practice: [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.1, 6.2, 6.3]	Standard 7 – Planning for Instruction and Standard 9 – Professional and Ethical Practice	7	5	0	
10. Collaboration: [CEC Initial Preparation Standard 7 - Collaboration: 7.1, 7.2, 7.3]	Standard 7 – Planning for Instruction and Standard 10 – Leadership and Collaboration	9	3	0	

CLINICAL PRACTICE: PLANNING DATA

CHILDHOOD SPECIAL EDUCATION

CLINICAL PRACTICE: PLANNING DATA

UNIT DIMENSIONS CEC Alignments	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: SPRING 2015 N = 12			
		Exemplary SCORE 3 Grade Range: A-/A (90-100)	Competent SCORE 2 Grade Range: B-/B/B+ (80-89)	Emerging SCORE 1 Grade Range: C/C+ (70-79)	Unsatisfactory Score 0 Grade Range: D/F (0-69)
1. Central concepts, tools of inquiry, and structures of content: [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.2, 6.3]	Standard 7 – Planning for Instruction and Standard 4 – Content Knowledge: 4(a), 4(o), 4(p)	7	5		
2. Development and Characteristics of Learners: [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]. [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]	Standard 7 – Planning for Instruction and Standard 1 – Learner Development: 1(a), 1(b), 1(d), 1(e)	6	6		
3. Development, Learning and Motivation: [CEC Initial Preparation Standard 2 - Learner Development and Individual Learning Differences: 1.1, 1.2]	Standard 7 – Planning for Instruction and Standard 2 – Learning Differences: 2(a)-2(k)	7	4	1	
4. Planning and designing innovative learning experiences: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2]	Standard 7 – Planning for Instruction and Standard 5 – Application of Content	7	4	1	
5. Planning and designing appropriate learning environments: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2]	Standard 7 – Planning for Instruction and Standard 3 – Learning Environment: 3(a)-3(m)	6	5	1	

6. *Effective Communication*: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.3, 5.4]	Standard 7 – Planning for Instruction and Standard 8 – Instructional Strategies	**6**	**5**	**1**	
7. *Instructional Planning Methods:* [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.3]	Standard 7: Planning for Instruction	**6**	**5**	**1**	
8. *Assessment:* [CEC Initial Preparation Standard 4 - Assessment: 4.1, 4.2, 4.3, 4.4]	Standard 7 – Planning for Instruction and Standard 6: Assessment	**8**	**4**		
9. *Professional and Ethical Practice:* [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.1, 6.2, 6.3]	Standard 7 – Planning for Instruction and Standard 9 – Professional and Ethical Practice	**11**	**1**		
10. *Collaboration:* [CEC Initial Preparation Standard 7 - Collaboration: 7.1, 7.2, 7.3]	Standard 7 – Planning for Instruction and Standard 10 – Leadership and Collaboration	**10**	**2**		

CHILDHOOD SPECIAL EDUCATION

CLINICAL PRACTICE: PLANNING DATA

UNIT DIMENSIONS CEC Alignments	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: FALL 2015 N = 14			
		Exemplary SCORE 3 Grade Range: A-/A (90-100)	Competent SCORE 2 Grade Range: B-/B/B+ (80-89)	Emerging SCORE 1 Grade Range: C/C+ (70-79)	Unsatisfactory Score 0 Grade Range: D/F (0-69)
1. Central concepts, tools of inquiry, and structures of content: [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.2, 6.3]	Standard 7 – Planning for Instruction and Standard 4 – Content Knowledge: 4(a), 4(o), 4(p)	5	8	1	
2. Development and Characteristics of Learners: [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]. [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]	Standard 7 – Planning for Instruction and Standard 1 – Learner Development: 1(a), 1(b), 1(d), 1(e)	5	7	2	
3. Development, Learning and Motivation: [CEC Initial Preparation Standard 2 - Learner Development and Individual Learning Differences: 1.1, 1.2]	Standard 7 – Planning for Instruction and Standard 2 – Learning Differences: 2(a)-2(k)	5	8	1	
4. Planning and designing innovative learning experiences: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2]	Standard 7 – Planning for Instruction and Standard 5 – Application of Content	5	8	1	
5. Planning and designing appropriate learning environments: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2]	Standard 7 – Planning for Instruction and Standard 3 – Learning Environment: 3(a)-3(m)	5	6	3	
6. Effective Communication: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.3, 5.4]	Standard 7 – Planning for Instruction and Standard 8 – Instructional Strategies	5	6	3	
7. Instructional Planning Methods: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.3]	Standard 7: Planning for Instruction	5	7	2	
8. Assessment: [CEC Initial Preparation Standard 4 - Assessment: 4.1, 4.2, 4.3, 4.4]	Standard 7 – Planning for Instruction and Standard 6: Assessment	7	5	2	

9. Professional and Ethical Practice: [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.1, 6.2, 6.3]	Standard 7 – Planning for Instruction and Standard 9 – Professional and Ethical Practice	**7**	**6**	**1**
10. Collaboration: [CEC Initial Preparation Standard 7 - Collaboration: 7.1, 7.2, 7.3]	Standard 7 – Planning for Instruction and Standard 10 – Leadership and Collaboration	**9**	**4**	**1**

CHILDHOOD SPECIAL EDUCATION

CLINICAL PRACTICE: PLANNING DATA

UNIT DIMENSIONS CEC Alignments	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: SPRING 2016 N = 14			
		Exemplary SCORE 3 Grade Range: A-/A (90-100)	**Competent** SCORE 2 Grade Range: B-/B/B+ (80-89)	**Emerging** SCORE 1 Grade Range: C/C+ (70-79)	**Unsatisfactory** Score 0 Grade Range: D/F (0-69)
1. Central concepts, tools of inquiry, and structures of content: [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.2, 6.3]	Standard 7 – Planning for Instruction and Standard 4 – Content Knowledge: 4(a), 4(o), 4(p)	**8**	**4**	**2**	
2. Development and Characteristics of Learners: [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]. [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]	Standard 7 – Planning for Instruction and Standard 1 – Learner Development: 1(a), 1(b), 1(d), 1(e)	**7**	**5**	**2**	
3. Development, Learning and Motivation: [CEC Initial Preparation Standard 2 - Learner Development and Individual Learning Differences: 1.1, 1.2]	Standard 7 – Planning for Instruction and Standard 2 – Learning Differences: 2(a)-2(k)	**7**	**5**	**2**	
4. Planning and designing innovative learning experiences: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2]	Standard 7 – Planning for Instruction and Standard 5 – Application of Content	**7**	**6**	**1**	
5. Planning and designing appropriate learning environments: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2]	Standard 7 – Planning for Instruction and Standard 3 – Learning Environment: 3(a)-3(m)	**7**	**5**	**2**	
6. Effective Communication: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.3, 5.4]	Standard 7 – Planning for Instruction and Standard 8 – Instructional Strategies	**7**	**5**	**2**	
7. Instructional Planning Methods: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.3]	Standard 7: Planning for Instruction	**7**	**6**	**1**	
8. Assessment: [CEC Initial Preparation Standard 4 - Assessment: 4.1, 4.2, 4.3, 4.4]	Standard 7 – Planning for Instruction and Standard 6: Assessment	**8**	**5**	**1**	

9. Professional and Ethical Practice: [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.1, 6.2, 6.3]	Standard 7 – Planning for Instruction and Standard 9 – Professional and Ethical Practice	**11**	**3**	**0**	
10. Collaboration: [CEC Initial Preparation Standard 7 - Collaboration: 7.1, 7.2, 7.3]	Standard 7 – Planning for Instruction and Standard 10 – Leadership and Collaboration	**11**	**3**	**0**	

CHILDHOOD SPECIAL EDUCATION
CLINICAL PRACTICE: PLANNING DATA

UNIT DIMENSIONS CEC Alignments	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: FALL 2016 N = 5			
		Exemplary SCORE 3 Grade Range: A-/A (90-100)	**Competent** SCORE 2 Grade Range: B-/B/B+ (80-89)	**Emerging** SCORE 1 Grade Range: C/C+ (70-79)	**Unsatisfactory** Score 0 Grade Range: D/F (0-69)
1. Central concepts, tools of inquiry, and structures of content: [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.2, 6.3]	Standard 7 – Planning for Instruction and Standard 4 – Content Knowledge: 4(a), 4(o), 4(p)	2	2	1	
2. Development and Characteristics of Learners: [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]. [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]	Standard 7 – Planning for Instruction and Standard 1 – Learner Development: 1(a), 1(b), 1(d), 1(e)	2	2	1	
3. Development, Learning and Motivation: [CEC Initial Preparation Standard 2 - Learner Development and Individual Learning Differences: 1.1, 1.2]	Standard 7 – Planning for Instruction and Standard 2 – Learning Differences: 2(a)-2(k)	2	2	1	
4. Planning and designing innovative learning experiences: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2]	Standard 7 – Planning for Instruction and Standard 5 – Application of Content	3	2	0	
5. Planning and designing appropriate learning environments: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2]	Standard 7 – Planning for Instruction and Standard 3 – Learning Environment: 3(a)-3(m)	3	2	0	
6. Effective Communication: [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.3, 5.4]	Standard 7 – Planning for Instruction and Standard 8 – Instructional Strategies	2	3	0	
7. Instructional Planning Methods: [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.3]	Standard 7: Planning for Instruction	2	3	0	
8. Assessment: [CEC Initial Preparation Standard 4 - Assessment: 4.1, 4.2, 4.3, 4.4]	Standard 7 – Planning for Instruction and Standard 6: Assessment	3	1	1	

9. Professional and Ethical Practice: [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.1, 6.2, 6.3]	Standard 7 – Planning for Instruction and Standard 9 – Professional and Ethical Practice	**3**	**1**	**1**	
10. Collaboration: [CEC Initial Preparation Standard 7 - Collaboration: 7.1, 7.2, 7.3]	Standard 7 – Planning for Instruction and Standard 10 – Leadership and Collaboration	**4**	**1**	**0**	

CHILDHOOD SPECIAL EDUCATION

CLINICAL PRACTICE: PLANNING DATA

UNIT DIMENSIONS CEC Alignments	INTASC ALIGNMENT	CANDIDATE PERFORMANCE: SPRING 2017 N = 5			
		Exemplary SCORE 3 Grade Range: A-/A (90-100)	**Competent** SCORE 2 Grade Range: B-/B/B+ (80-89)	**Emerging** SCORE 1 Grade Range: C/C+ (70-79)	**Unsatisfactory** Score 0 Grade Range: D/F (0-69)
1. *Central concepts, tools of inquiry, and structures of content:* [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.2, 6.3]	Standard 7 – Planning for Instruction and Standard 4 – Content Knowledge: 4(a), 4(o), 4(p)	1	3	1	
2. *Development and Characteristics of Learners:* [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2]. [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2, 3.3]	Standard 7 – Planning for Instruction and Standard 1 – Learner Development: 1(a), 1(b), 1(d), 1(e)	1	3	1	
3. *Development, Learning and Motivation:* [CEC Initial Preparation Standard 2 - Learner Development and Individual Learning Differences: 1.1, 1.2]	Standard 7 – Planning for Instruction and Standard 2 – Learning Differences: 2(a)-2(k)	2	1	2	
4. *Planning and designing innovative learning experiences:* [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2]	Standard 7 – Planning for Instruction and Standard 5 – Application of Content	2	1	2	
5. *Planning and designing appropriate learning environments:* [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2]	Standard 7 – Planning for Instruction and Standard 3 – Learning Environment: 3(a)-3(m)	1	2	2	
6. *Effective Communication:* [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.3, 5.4]	Standard 7 – Planning for Instruction and Standard 8 – Instructional Strategies	1	2	2	
7. *Instructional Planning Methods:* [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.3]	Standard 7: Planning for Instruction	1	3	1	
8. *Assessment:* [CEC Initial Preparation Standard 4 - Assessment: 4.1, 4.2, 4.3, 4.4]	Standard 7 – Planning for Instruction and Standard 6: Assessment	1	2	2	

9. Professional and Ethical Practice: [CEC Initial Preparation Standard 6 - Professional Learning and Ethical Practice: 6.1, 6.2, 6.3]	Standard 7 – Planning for Instruction and Standard 9 – Professional and Ethical Practice	**1**	**2**	**2**
10. Collaboration: [CEC Initial Preparation Standard 7 - Collaboration: 7.1, 7.2, 7.3]	Standard 7 – Planning for Instruction and Standard 10 – Leadership and Collaboration	**3**	**2**	

Table 1.1ri: Clinical Practice Planning Data – CE

CLINICAL PRACTICE – **PLANNING** SUMMARY DATA - Fall 2014-Spring 2017

DATA YEAR	N	% EMERGING C to C+	% COMPETENT B – to B+	% EXEMPLARY A- to A+
Spring 2017	6	16% [1]	83% [5]	
Fall 2016		16% [1]	66% [4]	16% [1]
Spring 2016	14	14% [2]	50% [7]	36% [5]
Fall 2015		14% [2]	50% [7[	36% [5]
Spring 2015	12	8% [1]	42% [5]	50% [6]
Fall 2014		17% [2]	33% [4]	50% [6]

Standard 1.2

Table 1.2a: Action Research Assessment Description

The *Action Research Study* is a capstone project that candidates complete during their senior year clinical practice seminar. This project begins during the fall, and asks that candidates select a topic, establish research questions, conduct a search of relevant literature and write a proposal of the study they will conduct the following spring. During the spring semester, candidates conduct their action research project in a partner elementary school or middle school. The research explores an area of concern based on students' needs, an intervention is created and candidates engage in work as teacher researchers and implement instruction based on research based data along with student data. Modifications are made and assessment is ongoing. Candidates are expected to share their findings with peers, school's administrators, their cooperating teachers, parents and key stakeholders. This year long project required at minimum 300 hours of field work.

Key Assessment: Action Research
Course: EDUC 481/482

Table 1.2ai: Candidate Performance on Action Research

All candidates across all programs 2015 (N= 23)

Performance on overall assessment

Unsatisfactory [D – F]	Emerging [C - C+)	Competent [B- - B+]	Exemplary [A- - A+]	Incomplete-none submitted
N=3; 13%	N=3; 13%	N=12; 52%	N= 4;17.3%	N=1; 4%

CSE N=15

Standard/ Element	Unsatisfactory	Emerging	Competent	Exemplary
ACEI 1.0 CEC 3: ISCI 3 K1 ICC 7 K1 ICC 7 K1 INTASC 4	CSE Candidates N=1; 6%	CSE Candidates N=7; 46.6%	CSE Candidates: N=5; 33.33%	CSE Candidates: N=2; 13.3%
NAEYC 1	ESCE Candidates: N=0	ESCE Candidates: N=5; 71.4	ESCE Candidates: N=1; 14.28%	ESCE Candidates: N=1; 14.28%
ACEI 5.1 & 5.2	N=2; 8%	7=46.6%	N=3: 20%	N=3: 20%

ACEI 2.1	N=1; 6%	N=5 33.33%	N=8'; 53.33	N=0

Program: Childhood Education 2015 (n= 0)

Standard/ Element	Unsatisfactory	Emerging	Competent	Exemplary

Program: Childhood Special Education 2015 (n= 15)

Standard/ Element	Unsatisfactory	Emerging	Competent	Exemplary
CEC 3: ISCI 3 K1 ICC 7 K1 ICC 7 K1	N=1; 6%	N=7; 46.6%	N=5; 33.33%	N=2; 13.3%
CEC 5 ISCI 5 S76 ICC 7 S8	N=2; 8%	7=46.6%	N=3: 20%	N=3: 20%
CEC: IGC5 S16 IGC4 S16	N=1; 6%	N=5 33.33%	N=8'; 53.33	N=0

Spring 2016 (N=24)

1				
Number of Students at Performance Levels *[Indicate your own performance criteria]*				
	Unsatisfactory **[D – F]**	**Emerging** **[C - C+)**	**Competent** **[B- - B+]**	**Exemplary** **[A- - A+]**	**Incomplete-none submitted**
ACEI: 1.0 2.1 2.3 3.1-3.5 4.0 5.1& 5.2	N=2; 8.3%	N=3; 12.5%	N=12; 50%	N=6; 25%	N=1; 4.1%

Program: Childhood Education Spring 2016 (n=1)

Standard/ Element	Unsatisfactory	Emerging	Competent	Exemplary

			N=1: 100%	
ACEI 1.0 CEC 3: ISCI 3 K1 ICC 7 K1 ICC 7 K1 INTASC 4				
ACEI 5.1 & 5.2		N=1: 100%		
ACEI 2.1				

Program: Childhood Special Education Spring 2016 (N=15)

Standard/ Element	Unsatisfactory	Emerging	Competent	Exemplary
ACEI 1.0 CEC 3: ISCI 3 K1 ICC 7 K1 ICC 7 K1 INTASC 4	0	N=4; 26.6	N=7; 46.6	N=4; 26.6
ACEI 5.1 & 5.2	**N=1; 6.6%**	**N=4; 26.66%**	**N=8; 53.33%**	**N=2; 13.3%**
ACEI 2.1				

All candidates across all programs spring 2017 (N=12)

1
Number of Students at Performance Levels *[Indicate your own performance criteria]*

	Unsatisfactory [D – F]	Emerging [C - C+)	Competent [B- - B+]	Exemplary [A- - A+]	Incomplete-none submitted
ACEI: 1.0 2.1 2.3 3.1-3.5 4.0 5.1& 5.2	N=0	N=3;25%	N=6;50%	N=3;25%	

Program: Childhood Special Education Spring 2017 (N=5)

Standard/ Element	Unsatisfactory	Emerging	Competent	Exemplary
ACEI 1.0 CEC 3: ISCI 3 K1 ICC 7 K1 ICC 7 K1 INTASC 4	0	N=2; 40%	N=2; 40%	N=1; 20%
ACEI 5.1 & 5.2	0	N=4: 80%	0	N=1: 20%
ACEI 2.1				

Standard 1.3

Reference: Standard 4

Table 4.2a: Program Completers Performance on State Validated Instruments

Year: Program Completers	Test Takers EAS	Pass Rate EAS	Test Takers CST-MS	Pass Rate CST-MS	Test Takers CST SwD	Pass Rate CST-SwD	Test Takers edTPA	Pass Rate edTPA
2017: N=12	11	**91%**	10	**90%**	11	**91%**	9	**89%**
2016: N=23	16	**81%**	14	**88%**	12	**83%**	12	**92%**
2015: N=16	15	**93%**	14	**93%**	16	**88%**	16	**88%**

Standard 1.4

Table 1.4a: Overall edTPA Handbook Performance

Content	2015	2016	2017
Elementary Math	N=10; 83.33%	N=9; 100.00%	N=3; 75%
Elementary Literacy	N=10; 83.33%	N=9; 100.00%	N=3; 75%
Early Childhood	N=5; 100%	N=4; 80%	N=2; 33%
Childhood Special Education	N= 1: 100%	N=3: 100%	N=3: 100%

Table 1.4ai: Candidate Performance on edTPA - ECSE

Data Years PROGRAM: ECSE	Program Completers	Test Takers	Qualifying Score	Mean	National Median	EPP Range	% Pass Rate
2014-2015	**4**	**4**		**50.6**	**44.2**	**46-54**	**100%**
2015-2016	**8**	**5**	**42**	**44.3**		**41-47**	**80%**
2016-2017	**7**	**5**		**42.3**		**41-44**	**80%**
Data Years PROGRAM: Early Childhood Handbook	**Program Completers**	**Test Takers**	**Qualifying Score 1-5**	**Mean**	**National Median**	**EPP Range**	**% Pass Rate**
edTPA Sub-Areas							
TASK 1: Planning for Instruction and Assessment: 2015-2017	**4** **8** **7**	**4** **5** **5**	**1-5**	**18** **13** **12.9**		**16-20.5** **13-19** **11-15.5**	**100%** **80%** **80%**
Rubric 1: *Planning for the Whole Child*							
2014-2015 N=4	4	4	**1-5**	3.6			100%
2015-2016 N=5	8	5	**1-5**	3.2		3-4	80%
2016-2017 N=5	7	5	**1-5**	2.8		2-3	80%
Rubric 2: *Planning to Support Varied Learning Needs*							
2014-2015 N=4	4	4	**1-5**	3.8			100%
2015-2016 N=5	8	5	**1-5**	3.2		3-4	80%
2016-2017 N=5	7	5	**1-5**	2.4		2-4	80%
Rubric 3:							

Using Knowledge of Children to Inform Teaching and Learning							
2014-2015 N=4	4	4	**1-5**	3.8			100%
2015-2016 N=5	8	5	**1-5**	2.8		2-3	80%
2016-2017 N=5	7	5	**1-5**	2.2		2-3	80%
Rubric 4: *Identifying and Supporting Vocabulary Development*							
2014-2015 N=4	4	4	**1-5**	3.8			100%
2015-2016 N=5	8	5	**1-5**	3.2		3-4	80%
2016-2017 N=5	7	5	**1-5**	3.0		0-3	80%
Rubric 5: *Planning Assessments to Monitor and Support Children's Learning*							
2014-2015 N=4	4	4	**1-5**	3.8			100%
2015-2016 N=5	8	5	**1-5**	2.8		2-4	80%
2016-2017 N=5	7	5	**1-5**	2.6		2-3	80%
TASK 2: Instructing and Engaging Children in Learning: 2015-2017	**4** **8** **7**	**4** **5** **5**	**1-5**	**13.7** **14** **12.6**		**14-19** **13-16** **11-14**	**100%** **80%** **80%**
Rubric 6: *Learning Environment*							
2014-2015 N=4	4	4	**1-5**	3.5			100%
2015-2016 N=5	8	5	**1-5**	3.2		3-4	80%
2016-2017 N=5	7	5	**1-5**	3.0		0-3	80%
Rubric 7: *Engaging Children in Learning*							
2014-2015 N=4	4	4	**1-5**	3.0			100%
2015-2016 N=5	8	5	**1-5**	3.0		2-4	80%
2016-2017 N=5	7	5	**1-5**	3.0		2-4	80%
Rubric 8: *Deepening Children's Learning*							
2014-2015 N=4	4	4	**1-5**	3.3			100%
2015-2016 N=5	8	5	**1-5**	2.8		2-3	80%
2016-2017 N=5	7	5	**1-5**	2.4		2-3	80%

Rubric 9: *Subject – Specific Pedagogy*							
2014-2015 N=4	4	4	**1-5**	3.1			100%
2015-2016 N=5	8	5	**1-5**	2.0		1-3	80%
2016-2017 N=5	7	5	**1-5**	2.0		1-3	80%
Rubric 10: *Analyzing Teaching Effectiveness*							
2014-2015 N=4	4	4	**1-5**	3.4			100%
2015-2016 N=5	8	5	**1-5**	3		3	80%
2016-2017 N=5	7	5	**1-5**	2.2		2-3	80%
TASK 3: Assessing Children's Learning: 2015-2017	**4** **8** **7**	**4** **5** **5**	**1-5**	**16** **13.8** **12**		**14-18** **12-17** **9-16**	**100%** **80%** **80%**
Rubric 11: *Analysis of Children's Learning*							
2014-2015 N=4	4	4	**1-5**	3.6			100%
2015-2016 N=5	8	5	**1-5**	2.4		2-3	80%
2016-2017 N=5	7	5	**1-5**	2.8		2-3	80%
Rubric 12: *Providing Feedback to Guide Learning*							
2014-2015 N=4	4	4	**1-5**	3.4			100%
2015-2016 N=5	8	5	**1-5**	3.0		2-4	80%
2016-2017 N=5	7	5	**1-5**	2.8		2-4	80%
Rubric 13: *Children's Understanding and Use of Feedback*							
2014-2015 N=4	4	4	**1-5**	2.6			100%
2015-2016 N=5	8	5	**1-5**	2.8		2-4	80%
2016-2017 N=5	7	5	**1-5**	2.6		1-3	80%
Rubric 14: *Analyzing Children's Vocabulary Development*							
2014-2015 N=4	4	4	**1-5**	3.0			
2015-2016 N=5	8	5	**1-5**	2.8		2-3	
2016-2017 N=5	7	5	**1-5**	2.8		2-3	
Rubric 15:			**1-5**				

Using Assessments to Inform Instruction							
2014-2015 N=4			**1-5**	2.9			
2015-2016 N=5			**1-5**	2.8		2-3	
2016-2017 N=5			**1-5**	3.0		2-4	

Table 1.4aii: Candidate Performance on edTPA - CSE

Data Years PROGRAM: CSE	Program Completers	Test Takers	Qualifying Score	Mean	National Median	EPP Range	% Pass Rate
2014-2015	12	5		55.6	44.2	31-60	80%
2015-2016	14	5	41	47.2		45-51	100%
2016-2017	5	4		46.5		40-58	100%
Data Years PROGRAM: Special Education Handbook	Program Completers	Test Takers	Qualifying Score 1-5	Mean	National Median	EPP Range	% Pass Rate
edTPA Sub-Areas							
TASK 1: Planning for Instruction and Assessment: 2015-2017	12 14 5	5 5 4	1-5	13.2 15 15.2		13-18 13-16 12-19	80% 100% 100%
Rubric 1: *Planning for Alignment and Development of Skills*							
2014-2015 N=5	12	5	1-5	2.3		2-3	80%
2015-2016 N=5	14	5	1-5	2.4		2-3	100%
2016-2017 N=4	5	4	1-5	2.8		2-4	100%
Rubric 2: *Planning Challenge and Support for the Focus Learner*							
2014-2015 N=5	12	5	1-5	3.4		3-4	80%
2015-2016 N=5	14	5	1-5	3.2		3-4	100%
2016-2017 N=4	5	4	1-5	3.0		2-4	100%
Rubric 3: *Justification of Instruction and Support*							
2014-2015 N=5	12	5	1-5	3.5		3-4	80%
2015-2016 N=5	14	5	1-5	3.6		3-4	100%
2016-2017 N=4	5	4	1-5	3.8		3-5	100%
Rubric 4: *Supporting the Focus Learner's Use of Expressive and/or*							

Receptive Communication							
2014-2015 N=5	12	5	**1-5**	3.0		2-4	80%
2015-2016 N=5	14	5	**1-5**	3.0		0-3	100%
2016-2017 N=4	5	4	**1-5**	3.3		2-4	100%
Rubric 5: *Planning Assessments to Monitor and Support Learning*							
2014-2015 N=5	12	5	**1-5**	2.2		1-3	80%
2015-2016 N=5	14	5	**1-5**	2.8		2-3	100%
2016-2017 N=4	5	4	**1-5**	2.5		2-3	100%
TASK 2: Instructing and Engaging the Focus Learner: 2015-2017	**12** **14** **5**	**5** **5** **4**	**1-5**	**17.5** **17.2** **15.2**		**16.5-19** **16-19** **11-19**	**80%** **100%** **100%**
Rubric 6: *Learning Environment*							
2014-2015 N=5	12	5	**1-5**	3.9		3-5	80%
2015-2016 N=5	14	5	**1-5**	3.4		3-5	100%
2016-2017 N=4	5	4	**1-5**	3.3		3-4	100%
Rubric 7: *Engaging the Focus Learner*							
2014-2015 N=5	12	5	**1-5**	3.6		3-4	80%
2015-2016 N=5	14	5	**1-5**	3.8		3-4	100%
2016-2017 N=4	5	4	**1-5**	3.5		3-4	100%
Rubric 8: *Deepening Learning*							
2014-2015 N=7	12	5	**1-5**	3.3		3-4	80%
2015-2016 N=5	14	5	**1-5**	3.4		3-4	100%
2016-2017 N=4	5	4	**1-5**	3.3		3-4	100%
Rubric 9: *Supporting Teaching and Learning*							
2014-2015 N=5	12	5	**1-5**	2.8		2-3	80%
2015-2016 N=5	14	5	**1-5**	3.4		3-4	100%
2016-2017 N=4	5	4	**1-5**	3.0		2-4	100%
Rubric 10: *Analyzing Teaching Effectiveness*							
2014-2015 N=5	12	5	**1-5**	2.9		2-4	80%
2015-2016 N=5	14	5	**1-5**	3.4		3-4	100%
2016-2017 N=4	5	4	**1-5**	2.8		2-4	100%

TASK 3: Assessing Learning: 2015-2017	**12** **14** **5**	**5** **5** **4**	**1-5**	**14.1** **14.8** **14.2**		**10.5-18** **13-19** **10-20**	**80%** **100%** **100%**
Rubric 11: *Analyzing the Focus Learner's Performance*							
2014-2015 N=5	12	5	**1-5**	2.4		1-4	80%
2015-2016 N=5	14	5	**1-5**	2.0		0-1	100%
2016-2017 N=4	5	4	**1-5**	2.0		1-4	100%
Rubric 12: *Using Feedback to Guide Further Learning*							
2014-2015 N=5	12	5	**1-5**	3.4		3-4	80%
2015-2016 N=5	14	5	**1-5**	3.6		3-5	100%
2016-2017 N=4	5	4	**1-5**	3.5		3-4	100%
Rubric 13: *Learner Understanding and Use of Feedback*							
2014-2015 N=5	12	5	**1-5**	2.5		2-3	80%
2015-2016 N=5	14	5	**1-5**	3.4		0-3	100%
2016-2017 N=4	5	4	**1-5**	3.0		2-4	100%
Rubric 14: *Explaining the Focus Learner's Use of Communication*							
2014-2015 N=5	12	5	**1-5**	2.4		1-3	80%
2015-2016 N=5	14	5	**1-5**	3.6		3-4	100%
2016-2017 N=4	5	4	**1-5**	3.5		3-5	100%
Rubric 15: *Using Assessments to Inform Instruction*							
2014-2015 N=5	12	5	**1-5**	3.0		2-4	80%
2015-2016 N=5	14	5	**1-5**	3.2		3-4	100%
2016-2017 N=4	5	4	**1-5**	3.0		0-3	100%

Table 1.4aiii: Candidate Performance on edTPA - CE

Data Years PROGRAM: CE/CSE	Program Completers	Test Takers	Qualifying Score	Mean	National Median	EPP Range	% Pass Rate
2014-2015	**12**	**7**		**50.8**	**44.2**	**41-59**	**86%**
2015-2016	**15**	**4**	**42**	**60.8**		**49-67**	**100%**
2016-2017	**5**	**0**		**N/A**		**N/A**	**N/A**
Data Years PROGRAM: Elementary Education Handbook	**Program Completers**	**Test Takers**	**Qualifying Score 1-5**	**Mean**	**National Median**	**EPP Range**	**% Pass Rate**
edTPA Sub-Areas							
TASK 1: Planning for Literacy Instruction and Assessment: 2015-2017	**12** **15** **5**	**7** **4** **0**	**1-5**	**15.8** **16.5** **0**		**15-18** **15-19** **0**	**86%** **100%** **NA**
Rubric 1: *Planning for Literacy Learning*							
2014-2015 N=7	12	7	1-5	3.1		3-4	86%
2015-2016 N=4	15	4	1-5	3.3		3-4	100%
2016-2017 N=0	5	0	1-5	0		0	NA
Rubric 2: *Planning to Support Varied Student Learning Needs*							
2014-2015 N=7	12	7	1-5	3.3		3-4	86%
2015-2016 N=4	15	4	1-5	3.5		3-4	100%
2016-2017 N=0	5	0	1-5	0		0	NA
Rubric 3: *Using Knowledge of Students to Inform Teaching and Learning*							
2014-2015 N=7	12	7	1-5	2.0		3-4	86%
2015-2016 N=4	15	4	1-5	3.3		3-4	100%
2016-2017 N=0	5	0	1-5	0		0	NA
Rubric 4: *Identifying and Supporting Language Demands*							
2014-2015 N=7	12	7	1-5	2.8		2-3	86%

2015-2016 N=4	15	4	1-5	4.0		2-4	100%
2016-2017 N=0	5	0	1-5	0		0	NA
Rubric 5: *Planning Assessments to Monitor and Support Student Learning*							
2014-2015 N=7	12	7	1-5	3.1		3-4	86%
2015-2016 N=4	15	4	1-5	3.3		2-4	100%
2016-2017 N=0	5	0	1-5	0		0	NA
TASK 2: Instructing and Engaging Students in Literacy Learning	**12** **15** **5**	**7** **4** **0**	**1-5**	**13.3** **16.7** **0**		**3-17** **15-19** **0**	**86%** **100%** **NA**
Rubric 6: *Learning Environment*							
2014-2015 N=7	12	7	1-5	2.8		F-4	86%
2015-2016 N=4	15	4	1-5	3.3		3-4	100%
2016-2017 N=0	5	0	1-5	0		0	NA
Rubric 7: *Engaging Students in Learning*							
2014-2015 N=7	12	7	1-5	2.5		F-4	86%
2015-2016 N=4	15	4	1-5	4.0		2-4	100%
2016-2017 N=0	5	0	1-5	0		0	NA
Rubric 8: *Deepening Student Learning*							
2014-2015 N=7	12	7	1-5	2.8		F-4	86%
2015-2016 N=4	15	4	1-5	4.0		2-4	100%
2016-2017 N=0	5	0	1-5	0		0	NA
Rubric 9: *Subject-Specific Pedagogy: Elementary Literacy*							
2014-2015 N=7	12	7	1-5	2.4		F-3	86%
2015-2016 N=4	15	4	1-5	4.0		2-4	100%
2016-2017 N=0	5	0	1-5	0		0	NA
Rubric 10: *Analyzing Teaching Effectiveness*							
2014-2015 N=7	12	7	1-5	3.0		0-3	86%
2015-2016 N=4	15	4	1-5	3.0		0-3	100%

2016-2017 N=0	5	0	1-5	0		0	NA
TASK 3: Assessing Students' Literacy Learning	**12** **15** **5**	**7** **4** **0**	**1-5**	**15** **13.5** **0**		**14-19** **8-20** **0**	**86%** **100%** **NA**
Rubric 11: *Analysis of Student Learning*							
2014-2015 N=7	12	7	1-5	3.0		3-4	86%
2015-2016 N=4	15	4	1-5	3.8		3-5	100%
2016-2017 N=0	5	0	1-5	0		0	NA
Rubric 12: *Providing Feedback to Guide Further Learning*							
2014-2015 N=7	12	7	1-5	3.1		3-4	86%
2015-2016 N=4	15	4	1-5	3.5		2-4	100%
2016-2017 N=0	5	0	1-5	0		0	NA
Rubric 13: *Student Understanding and Use of Feedback*							
2014-2015 N=7	12	7	1-5	2.8		2-4	86%
2015-2016 N=4	15	4	1-5	3.3		2-4	100%
2016-2017 N=0	5	0	1-5	0		0	NA
Rubric 14: *Analyzing Students' Language Use and Literacy Learning*							
2014-2015 N=5	12	7	1-5	2.8		2-3	86%
2015-2016 N=4	15	4	1-5	4.0		2-4	100%
2016-2017 N=0	5	0	1-5	0		0	NA
Rubric 15: *Using Assessment to Inform Instruction*							
2014-2015 N=7	12	7	1-5	3.2		2-4	86%
2015-2016 N=4	15	4	1-5	3.3		3-4	100%
2016-2017 N=0	5	0	1-5	0		0	NA
TASK 4: Assessing Students' Mathematics Learning	**12** **15** **5**	**7** **4** **0**	**1-5**	**8.9** **8** **0**		**7-11** **E-12** **0**	**86%** **100%** **NA**
Rubric 16: *Analyzing Whole Class Understanding*							
2014-2015 N=7	12	7	1-5	3.1		2-4	86%
2015-2016 N=4	15	4	1-5	4.0		0-4	100%

2016-2017 N=0	5	0	1-5	0		0	NA
Rubric 17: *Analyzing Individual Student Work Samples*							
2014-2015 N=7	12	7	1-5	3.0		2-4	86%
2015-2016 N=4	15	4	1-5	4.0		2-4	100%
2016-2017 N=0	5	0	1-5	0		0	NA
Rubric 18: *Using Evidence to Reflect on Teaching*							
2014-2015 N=7	12	7	1-5	2.8		2-3	86%
2015-2016 N=4	15	4	1-5	3.5		1-4	100%
2016-2017 N=0	5	0	1-5	0		0	NA

Standard 1.5

Table 1.5a Candidates Performance on Clinical Practice – Technology

Dimension/Rubric Element	N	Exemplary	Competent	Emerging	Unsatisfactory
PLANNING RUBRIC	Term				
Planning and designing innovative learning experiences: **Special education candidate uses an understanding of developmentally appropriate learning practices and evidence-based instructional strategies, including Response to Intervention (RTI), Positive Behavioral Support (PBS), environmental routines, individual and cooperative projects, inquiry experiences and systematic instruction to enhance critical thinking, problem solving and performance skills. Plan emphasizes the importance of learning experiences on the development, maintenance, and generalization across settings and over time for students with ELN. Candidate identifies sources of specialized materials, curricula, resources and includes strategies for integrating student initiated learning experiences into instruction and adaptations and technology for students with ELN. [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.1, 3.2] INTASC Standard 7 – Planning for Instruction and Standard 5 – Application of Content]**	**N=12 FA 14** **SP 15**	**4** **7**	**6** **4**	**2** **1**	**0** **0**
	N=14 FA 15 **SP 16**	**5** **7**	**8** **6**	**1** **1**	**0** **0**
	N=5 FA 16 **SP 17**	**3** **2**	**2** **1**	**0** **2**	**0** **0**

Instructional Planning Methods: Special education candidate demonstrates understanding of how best to teach, and is guided by individualized decision-making and instruction to create and select teaching methods, activities and materials that are aligned with NY State Learning Standards in the general curriculum and emphasizes adaptations, including accommodations and modifications for students with ELN. Candidate discusses theories and research that form the basis of curriculum development and instructional practice, the scope and sequence of general and special education curricula, and the NY curricular standards addressed in the lesson. Candidate incorporates behavior management with academic instruction and identifies the roles and responsibilities of cooperating teachers and support staff in instruction, intervention and direct service. *Technology Enhanced Instruction:* Special education candidate designs developmentally appropriate learning opportunities that apply technology enhanced instruction and makes provisions for the use of assistive technology, alternative and augmentative communication strategies and devices to support the diverse needs of learners with ELN. [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.3] [INTASC Standard 7: Planning for Instruction]				
	N=14 **FA 15** **SP 16**	**5** **7**	**7** **6**	**2** **1**	**0** **0**
	N=5 **FA 16** **SP 17**	**2** **1**	**3** **3**	**0** **1**	**0** **0**
	N=12 **FA 14** **SP 15**	**4** **6**	**6** **5**	**2** **1**	**0** **0**
	N=12 **FA 14** **SP 15**	**7** **8**	**4** **4**	**1** **0**	**0** **0**
	N=14 **FA 15** **SP 16**	**7** **8**	**5** **5**	**2** **1**	**0** **0**

	N=5 **FA 16**	**3**	**1**	**1**	**0**
	SP 17	**1**	**2**	**2**	**0**
Teaching Learners with Diverse Needs: Special education candidate recognizes the unique characteristics of students with exceptional learning needs and provides the support, [including augmentative and assistive technology] to encourage individual students' development, acquisition of knowledge, and motivation. [CEC Initial Preparation Standard 1 - Learner Development and Individual Learning Differences: 1.1, 1.2] INTASC Standard 2 – Learning Differences: 2(a)]	**N=12** **FA 14**	**6**	**5**	**1**	**0**
	SP 15	**6**	**6**	**0**	**0**
	N=14 **FA 15**	**5**	**8**	**1**	**0**
	SP 16	**5**	**9**	**0**	**0**
	N=5 **FA 16**	**2**	**2**	**1**	**0**
	SP 17	**2**	**2**	**1**	**0**
Using Effective Strategies to Promote Active Engagement in Learning: Special education candidate understands individual and group motivation and behavior, and selects, adapts, and uses instructional strategies and materials, including research-supported methods for academic and nonacademic instruction. Candidate further identifies and teaches basic structures and relationships within and across curricula.	**N=12** **FA 14**	**7**	**5**	**0**	**0**
	SP 15	**6**	**5**	**1**	**0**
Technology Enhanced Instruction: Special education candidate implements curriculum content using developmentally appropriate adaptations and technology for all individuals with exceptional learning needs [CEC Initial Preparation Standard 5-Instructional Planning and Strategies: 5.1, 5.2, 5.3] [INTASC Standard 8 – Instructional Strategies: 8(a)]	**N=14** **FA 15**	**5**	**9**	**0**	**0**
	SP 16	**5**	**9**	**0**	**0**

	N=5 **FA** **16**	**2**	**2**	**1**	**0**
	SP **17**	**1**	**3**	**1**	**0**

Using Effective Instructional Plans: Special education candidate identifies and prioritizes areas of the general curriculum, makes accommodations for individuals with exceptional learning needs, selects and uses specialized instructional strategies appropriate to the abilities and needs of the students and <mark>incorporates and implements instructional and assistive technology into the lesson.</mark>					
	N=14 **FA** **15**	**6**	**6**	**2**	**0**
	SP **16**	**6**	**6**	**2**	**0**
Candidate prepares and organizes materials to implement daily lesson plans, uses instructional time effectively, implements individualized reinforcement systems and environmental modifications at levels equal to the intensity of students' behaviors.					
	N=5 **FA** **16**	**3**	**1**	**1**	**0**
Candidate makes responsive adjustments to instruction based on continual observations, and evaluates and modifies instructional practices in response to ongoing assessment data.	**SP** **17**	**1**	**3**	**1**	**0**
[CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.2, 3.3] **[INTASC Standard 4 – Content Knowledge: 4(f)]** **[INTASC Standard 7: Planning for Instruction: 7(a)]**	**N=12** **FA 14**	**6**	**5**	**1**	**0**
	SP **15**	**6**	**4**	**2**	**0**

Mathematics Rubric	**N=12**				
<mark>**Use appropriate adaptations and technology**</mark> **for all individuals with exceptional learning needs**	**FA 14**	**6**	**6**	**0**	**0**
	SP **15**	**6**	**5**	**1**	**0**
	N=14 **FA** **15**	**5**	**6**	**3**	**0**
	SP **16**	**5**	**7**	**2**	**0**

	N= 5 FA 16	2	3	0	0
	SP 17	2	3	0	0
Use task analysis approaches [including technology] to solve mathematical problems	N= 12 FA 14	6	4	2	0
	SP 15	6	6	0	0
	N=14 FA 15	5	7	2	0
	SP 16	5	7	2	0
	N=5 FA 16 SP 17	2 2	2 2	1 1	0 0

General Education Implementation Rubric	Fall 2015	Fall 2016	Fall 2017

Candidates' lesson indicates knowledge of various educational elements: learning theory, curriculum, subject area knowledge, and student development. The evidence reflects that they use this knowledge to plan and implement lessons and to connect goals for learning across the curriculum. Candidates' evidence shows that they know how to motivate children's learning and engagement in learning with materials they select and create. Candidates' evidence reflects their understanding about using children's knowledge as a starting point for additional learning, about eliciting children's assumptions and preconceptions about ideas and issues, and about using exploration, hands-on activities, and problems solving processes for children to learn. Candidates' evidence reflects their use of a wide variety of materials and resources, including various forms of technology as well as human resources to support teaching and learning. Candidates' evidence includes how they provide access to and productive use of technology for their students, and how they collaborate with colleagues and specialists to promote children's learning. ACEI 3.1 Integrating and applying knowledge for instruction:	N=21	N=23	N=13
	Exemplary N=6; 28.5%	Exemplary N=4; 17.3%	Exemplary N=3; 23%
	Competent N=11; 52.5%	Competent N=12; 52.1%	Competent N=9; 69.2%
	Emerging N=4; 19%	Emerging N=6; 26%	Emerging N=1; 7.6%
	Unsatisfactory N=0	Unsatisfactory N=1; 4.3%	Unsatisfactor y N=0

Table 1.5b Candidate Infusion of Technology in Clinical Practice during General Education Placement

Standard 3.5: Communication to Foster Collaboration	Unsatisfactory: SCORE 0 Grade Range: D/F (60-69)	Emerging: SCORE 1 Grade Range: C/C+ (70-79)	Competent: SCORE 2 Grade Range: B-/B/B+ (80-89)	Exemplary: SCORE 3 Grade Range: A-/A (90-100)
Candidates use various media and technological tools to enhance and enrich learning.	Candidates' lessons do not meet required ACEI Standard 3.5 element.	Candidates' lessons use basic communication tools – overhead projectors, tape recorders – to aid in their teaching.	Candidates create effective and creative power point presentations for their lessons. They use some innovative technology – computer cameras and webcams – when available to enhance children's learning.	Candidates create lessons that integrate the use of technology for teaching, i.e., power point presentations and interactive video programs. They engage children in using a variety of media and technology learning tools, like Webquests, Skype, and creating videos in response to assignments, that both enrich and enhance children's engagement in learning and acquisition of content knowledge.

Year	N=	No Tech tools	Smartboard	PowerPoint	Laptops	Videos/ Videoclips	Website Resources	eBooks	Virtual Manipulative
2017	34	5	7	3	2	8	7	2	0

2016	23	4	6	2	1	5	2	2	1
2015	16	0	4	4	3	4	1	1	1

Table 1.5c: Candidate Use of Technology in Courses

Course	Description of Technology Use
EDUC 350, Computers in Education	All candidates are then required to complete EDUC 350, Computers in Education, and its co-requisite early field experience EDUC 504, Technology in the Classroom in which candidates teach students through technology- based instruction. In EDUC 350, candidates learn to use technology to support student learning (CAEP Standard 1.1, 1.2, 1.5; EPP Standard 1, 4, & 5: Objectives 1.3, 4.4, 5, 3, 5.4). Candidates learn how to integrate audio and video objects into the Word document by including actual YouTube videos and other video sources related to the topic. Candidates also learn how to integrate images into the document. These images exist through their own personal digital repositories or through the World Wide Web. This introduces students to the next application covered, the web browser. Students learn how to use a Google search to modify search term criteria to find images and other objects that can be taken and used for educational purposes. Students eventually incorporate these images into the WebQuest. Using the browser, students learn how to evaluate effective Websites. The American Library Association's (ALA) 5 Components of Information Literacy in the 2st Century are reviewed and these 5 Components are used in conjunction with relational database theory. Candidates create database objects including: tables, queries, forms and reports. These activities are implemented throughout the information literacy and intellectual property component of the course. Candidates create database records and populate the remaining fields with appropriate data. They research descriptors of their favorite movies (title, release date, actors, audience and critic ratings, movie poster, etc.). These descriptors eventually become fields in a database table. Students use the web browser to surf to a reputable site (after it's evaluated) and provide reputable reviews from reputable periodicals. Students also learn how to embed images taken from a website into a Microsoft Access table. Students create the database table with appropriate fields (columns) and embed the images of the movie poster into the appropriate filed.

Candidates then learn querying techniques to ask questions about the data by developing queries with criteria. For example, students query (ask) the table to display all movies that were released prior to a certain year. Students learn how to run the query to produce the appropriate results.

Candidates also create forms, or, put simply, interfaces for inputting the movie data. In the form, students will be able to see their movie poster graphics along with all appropriate movie data that they've inputted through the table view. Candidates also input records into the database through the form view. Candidates create formatted, organized and hardcopy documents by creating electronic reports based on the queries they've created. The reports are grouped through several grouping methods.

Candidates create the Excel chart, Microsoft Word is then reintroduced and Microsoft linking and embedding technology is explored. Microsoft Excel is used to introduce students to spreadsheets. Candidates use the Excel formatting features to visually structure the Excel table data. Students learn how to highlight student grades in various ways and based on various conditions. For example, students learn how to use Excel to highlight various grades that are in various competency ranges with different colors.

Candidates learn how to create a memo in Word. The memo is based on a theoretical letter that teachers can send to the parents of students communicating their homework grades. The data for the Word letter comes directly through linking the Excel spreadsheet data through Mail Merge technology and several letters are created through automation. Students are shown how data that is modified through the source Excel document will automatically change in the destination Word document. Students learn how to copy the Excel chart and link it to the letter. A change in data then changes the chart elements. Candidates also learn how to embed the chart into the letter, which doesn't inherit a link; this means that data changed will not affect the chart elements.

In EDUC 350 candidates are introduced to Microsoft PowerPoint, or presentation software. Candidates learn how to create an aesthetically pleasing presentation. Students are introduced to the Ribbon and associated commands. Students learn the differences between slide animations and transitions. Several design themes are explored. Clip-art is also explored. Linking and embedding technologies are reintroduced. The presentation focuses on communicating student grades, housed in the Excel spreadsheet to appropriate education management personnel. Students are reintroduced to taking the previous Excel data and chart and linking and embedding it to the PowerPoint presentation.

Candidates learn a variety of hardware instructional technology like smartboards, screen readers, projectors, and other audio/visual equipment. The functionality of these devices is reviewed. Special attention is paid to the American with Disabilities Act and student technology accommodations using both hardware and software.

Candidates utilize Blackboard's discussion board features and learn how to construct a valid discussion board response to allow for fluid and lively communication among peers. Students watch instructor-led videos that are archived using Blackboard's Collaborate Ultra videoconferencing software.

	Digication Website (for e-portfolio project): Lastly, candidates learn how to use Digication, a web-based student e-portfolio system, to share their portfolio of coursework. Students learn how to create their own e-portfolio websites and appropriately share information by revising privacy settings. An internet privacy lesson is also reviewed here. Students learn how to construct their e-portfolio pages practicing effective design principles. Students also learn how to put their work in an online gallery carousel of work where users can click through their work using thumbnails and preview images.
Field course EDUC 504	In EDUC 504, candidates work with faculty and classroom teachers to develop technology-based projects to implement in diverse and inclusive classrooms (CAEP Standard 2, EPP Standard 4 & 5: Objectives 4.4., 5.3, 5.4). Technology tools learned in EDUC 350 are used by candidates in all courses by candidates. EDUC 350, 355, and 457 are Hybrid courses (These courses have an Online Component). The Hybrid courses are delivered through Blackboard and Face-to-Face methodology.
Methods Courses EDUC 311 312 Teaching of Reading I and II, 315 Teaching of Mathematics, and 317 Teaching of Science	In EDUC 312, 311, 315, and 317 courses technology tools such as website resources, presentation tools, videos, eBooks, virtual manipulative and many other forms of assistive technology is used extensively for teaching, learning, and research. In EDUC 317 and EDUC 314 distance learning was used in 2015 and 2016 for collaboration with University of Puerto Rico and teaching science and social studies to candidates. In EDUC 315 and 317 candidates are required to use cloud-based technology for preparing unit plans, lesson plans, string and sharing documents. The EDUC 315 is a mathematics method course and in which candidates use virtual manipulatives to learn mathematics concept and how to use virtual manipulatives to teach students in their classrooms. In this course candidates are required to do a website research project for teaching various mathematics concepts.
EDUC 152, Introduction to Special Education,	In EDUC 152, Introduction to Special Education, candidates explore the use of assistive technology resources and equipment in supporting students with special needs in the classroom (Unit Standard 4 & 5: Objectives 5.3, 5.4). As they work with students in early field EDUC 506 and Clinical Practice (EDUC 491/492), candidates use the knowledge they developed in EDUC 152 about assistive technology to select effective tools that would support students with exceptional learning needs (Unit Standards 4 & 5: Objectives 4.4, 5.4, 5.5). EDUC 506 (Early Field Experience), Working with Small Groups of Learners, candidates create projects and case studies that use technology to support small groups of learners or intervene to enhance learners' development.
Early Childhood	In the Introduction to Early Childhood Special Education class, taught in the fall. Most of the candidates from that class go on to take "Assessment in Early Childhood" in the spring candidates are further enabled to build on the early childhood / special education content introduced in the Fall as well as expand upon their previously acquired skills in the use technology. Both projects focus on using technology to summarize and effectively communicate ideas. The first project asks candidates to teach about both typical and atypical child development and its impact on the family, school and community (The life of the developing child with a disability autism, Down's Syndrome, fetal alcohol syndrome, etc.) At the end of this project, candidates create PowerPoint presentations; selecting

	key pictures, videos, and/or sounds instead to convey ideas. To develop the PowerPoint, candidates used images, texts, and graphics. The multimodal product they created is subsequently used as a study guide for peers. Candidates used PowerPoint to develop a learning object for peers that provide alternate access to the course content. Throughout the course, candidates work on a group project, which requires that they videotape their play-based assessment activities with children. The video is later analyzed and used for later analysis and for preparing their group papers and PowerPoint presentations. Through the video-analysis, they are enabled to produce detailed observations of the children as opposed to merely offering vague, general comments In EDUC 506, Working with Small Groups of Learners, candidates create projects and case studies that use technology to support small groups of learners or intervene to enhance learners' development.

Table 1.5d Candidate Performance on Technology Enhanced Lessons: 2015

Clinical Practice Experience Assessment: College Supervisor Ratings	College Supervisor	Cooperating Teacher
	2015 N= 18	
Design of learning opportunities that apply technology-enhanced instructional strategies	100% Competent	100% Competent
Implementation of curriculum plans that include methods and strategies for applying technology to maximize student learning	100% Competent	100% Competent
Application of technology to facilitate a variety of effective assessment and evaluation strategies	100% Competent	100% Competent

Year 2016

Clinical Practice Experience Assessment: College Supervisor Ratings	College Supervisor	Cooperating Teacher
	2016 N= 19	

Design of learning opportunities that apply technology-enhanced instructional strategies	100% Competent	100% Competent
Implementation of curriculum plans that include methods and strategies for applying technology to maximize student learning	100% Competent	100% Competent
Application of technology to facilitate a variety of effective assessment and evaluation strategies	100% Competent	100% Competent

Year 2017

Clinical Practice Experience Assessment: College Supervisor Ratings	College Supervisor	Cooperating Teacher
	2017 N= 22	
Design of learning opportunities that apply technology-enhanced instructional strategies	100% Competent	100% Competent
Implementation of curriculum plans that include methods and strategies for applying technology to maximize student learning	100% Competent	100% Competent
Application of technology to facilitate a variety of effective assessment and evaluation strategies	100% Competent	