

NATIONAL RECOGNITION REPORT

Initial Preparation of Elementary Education Teachers (2007 Standards)

National recognition of this program is dependent on the review of the program by representatives of the Association for Childhood Education International (ACEI).

COVER PAGE

Name of Institution

Lehman College-CUNY

Date of Review

MM DD YYYY

08 / 01 / 2018

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Childhood with/without Bilingual Extension

Grade Level⁽¹⁾

1 - 6

(1) e.g. Early Childhood; Elementary K-6

Program Type

First Teaching License

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

PART A - RECOGNITION DECISION

SPA decision on national recognition of the program(s):

- Nationally recognized
- Nationally recognized with conditions
- Further development required OR Nationally recognized with probation OR Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds SPA benchmarked licensure test data requirement, if applicable:

- Yes
- No
- Not applicable
- Not able to determine

Comments, if necessary, concerning Test Results:

Summary of Strengths:

PART B - STATUS OF MEETING SPA STANDARDS

DEVELOPMENT, LEARNING AND MOTIVATION

Standard 1.0. Development, Learning and Motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Met



Met with Conditions



Not Met



Comment:

The program indicated that Assessments 1, 4, 6 and 8 provide evidence for this standard.

Assessment 1 State Test Scores [Licensure] Three standardized licensure tests required by New York State: CST-Multi-subject for Teachers of Grades 1-6, the EAS, and the edTPA; aligned with ACEI Standards 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, and 5.2; CST and EAS are criterion-referenced, objective-based tests that measure knowledge and skills in relation to established standards. The edTPA is performance-based assessment completed during student teaching. Aggregated data for program graduates who took the tests between Fall 2014 and Summer 2017 provide evidence that supports candidates' content knowledge as measured by current licensure tests.

Assessment 4 Student Teaching/Intern Evaluation Rubric, is discussed in Standard 3.1.

Assessment 6 Language Study of an Emergent Bilingual Learner, aligned with ACEI Standards 1.0, 3.2, and 4.0. Instructions for completing the case study assessment are not clearly stated for reviewers, or candidates to understand what candidates are specifically required to do. It is not evident that the assessment has been customized for alignment to ACEI Standards.

Assessment 8 Program Portfolio aligned with ACEI standards 1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, and 5.2. Candidates are asked to select required artifacts from each course, and create a professional electronic portfolio which qualitatively demonstrates how they meet the INTASC standards. For evaluation of portfolios, the EPP aligns assessment rubric/scoring guide with ACEI Standards and provides charts of aggregated data for analysis to show how candidates' points are awarded for INTASC standards. The assessment as presented is aligned to INTASC, not ACEI standards.

CURRICULUM

Standard 2.1. Reading, Writing, and Oral Language. Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

Met



Met with Conditions



Not Met



Comment:

The program indicated that Assessments 1, 2, and 5 provide evidence for this standard.

See comments above for Assessment 1.

Assessment 2: Content Knowledge Curriculum aligned with ACEI Standards 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and 2.7. A collection of five assignments from different methods courses representing different disciplines are included in this assessment to document how ACEI curriculum standards are measured in the program: [1] Reading Lesson Plan [2] Final Science Portfolio [3] Integrated Mathematics and Children's Literature Curriculum Lesson Plan [4] Social Studies Unit [5] Final Fieldwork/Position Paper completed in Arts course. Each of these assessments requires that candidates demonstrate their knowledge of curriculum content through the preparation for and design of instruction for children. Although ACEI requires content courses be used to document content knowledge, in the case of this EPP, content knowledge may be inextricable from professional knowledge for Assessment 2, as supported by the admission requirements, written in Section I Context of the current report: "New York State requires candidates to complete a general education core and a liberal arts concentration" ... "NYSED requires a clearly articulated set of program admissions, continuation and exit criteria for candidates to ensure that graduates are prepared for the profession." Data presented provide reasonable evidence to support the standards aligned.

Assessment 5: Assessment of Candidate Effect on Student Learning, [edTPA] aligned with ACEI Standards 2.1, 4.0, and 5.1. Successful completion of edTPA Tasks 3 and 4 provides evidence that the candidate meets specific ACEI standards related to assessment and reflection on practice. This assessment is completed during Student Teaching Seminar, a capstone experience in the program, during which candidates complete and successfully submit the edTPA certification exam to NYS. The edTPA require planning and instruction, with videotaping of teaching and assessment of an ELA and a math sequence of 3-5 lessons (unit) in each of the two subject areas. Candidates are specifically required to document and demonstrate their teaching and analysis of student learning. The edTPA exam is assessed by outside scorers using edTPA rubrics aligned to each section of the exam. Documentation supports candidates' proficiency in standards aligned. Clarification is needed because EdTPA tasks as presented in this assessment appear to duplicate those used for Assessment 1.

Standard 2.2. Science. Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

Met



Met with Conditions



Not Met



Comment:

The program indicated that Assessments 1, 2, and 7 provide evidence for this standard.

See comments above for Assessments 1 and 2.

Assessment 7 Science Unit Final Portfolio aligned with ACEI Standards 2.2, 2.6, 2.7, 3.1, and 3.2. "Candidates are asked to create earth science, space science, physical science, life science, health and fitness and field trip lesson plans that integrate national, New York State and New York City Science Standards. Candidates are asked to provide evidence in the form of five thematic lesson plans," assessed with rubric by instructor of EDE 717. Although the assessment has been annotated with references to the standards it is purported to address, the alignment in most cases appears indirect or superficial. It is not evident that the assessment has been customized for specific alignment to ACEI Standards; and as given in summary tables of aggregated data for two applications, numbers of candidates being evaluated do not agree.

Standard 2.3. Mathematics. Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

Met

Met with Conditions

Not Met



Comment:

The program indicated that Assessments 1, 2, and 3 provide evidence for this standard.

See comments above for Assessments 1 and 2.

Assessment 3: Math Literacy Integrated Assessment Final of candidate ability to plan instruction, aligned with ACEI Standards 2.3, 3.1, 3.2, 3.5, and 5.1. As noted in Section IV of the report template, "Assessments that address Standards 2.1 - 2.4 are required. As described in the report, "Learning and Teaching Mathematics in Childhood Settings, Grades 1 to 6, requires candidates to identify a children's literature book that incorporates mathematics and literature and can be developed into a problem-solving lesson that would provide the context for a math lesson sequence. Candidates present and read the book to a small group of peers in a book club. The book club activity provides an opportunity to listen to several children's literature books that highlight mathematics content and mathematical ideas. For these meetings, each book club member shares an appropriate book of his or her choice and discusses how the book could be used in a mathematics lesson. To document these discussions and ideas, candidates create a blog post that the class generates. Lastly, candidates create a mathematics lesson plan that incorporates the literature book. The lesson plan is a scaffolded assignment that requires candidates to identify relevant Common Core Mathematics Content Standards as well as the Standards for Mathematical Practice." Candidates' actual use of math lessons with students is not specifically addressed. Use of Integrated Mathematics and Children's Literature Curriculum Lesson Plan is duplicative of Assessment 2. Met with conditions.

Standard 2.4. Social studies. .Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Met Met with Conditions Not Met

Comment:

The program indicated that Assessments 1 and 2 provide evidence for this standard. See comments above.

Assessment 3 is also needed to provide evidence for this content standard.

Standard 2.5. The arts. Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.

Met Met with Conditions Not Met

Comment:

The program indicated that Assessments 1 and 2 provide evidence for this standard. See comments above.

Standard 2.6. Health education. Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

Met Met with Conditions Not Met

Comment:

The program indicated that Assessments 1 and 2 provide evidence for this standard. See comments above.

Standard 2.7. Physical education. Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

Met Met with Conditions Not Met

Comment:

The program indicated that Assessments 1 and 2 provide evidence for this standard. See comments above.

INSTRUCTION

Standard 3.1. Integrating and applying knowledge for instruction. Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

Met Met with Conditions Not Met

Comment:

The program indicated that Assessments 1, 3, 4, 7 and 8 provide evidence for this standard. See comments above about Assessments 1, 3, 7 and 8.

Assessment 4 Student Teaching/Intern Evaluation Rubric, aligned with ACEI Standards 1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, and 5.2 designed to evaluate the overall performance of pre-service or intern teachers at midterm evaluation and end of student teaching. Supervisors use rating scale to identify the performance level demonstrated for each of ten areas of general

competency aligned with InTASC standards and the Charlotte Danielson Framework for Teaching: learner development; content knowledge; planning for instruction; learning differences; learning environment; application of content; instructional strategies; assessment; professional learning and ethical practice; and leadership and collaboration. These are further divided into 46 descriptions of performance of the knowledge, skills, and dispositions required to be an effective teacher. The rubric is completed by each cooperating teacher/mentor teacher and the candidate; the supervisor uses this additional information to inform evaluation of the candidate's pedagogical and professional knowledge, skills, and dispositions. Data reported in this assessment are based on supervisors' rubrics for candidates' final evaluations, and provide reasonable support of candidates' proficiency in ACEI standards aligned. Although in some cases, an Element is aligned with two ACEI Standards (i.e., 1e is aligned with ACEI 3.1 and 3.5) thus these data are not usable. There are enough other pieces of data to provide support.

Standard 3.2. Adaptation to diverse students. Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

Met



Met with Conditions



Not Met



Comment:

The program indicated that Assessments 4 and 6 provide evidence for this standard. See comments above about Assessment 4.

Assessment 6 Language Study of an Emergent Bilingual Learner, aligned with ACEI Standards 1.0, 3.2, and 4.0. Case study focused on candidates' proficiency in the use and written report of a variety of assessments that document language development across four language modalities, and application of theory about learner development to instructional practices that would address a specific population of diverse learners. The instructions for completing the assessment are too vaguely stated for reviewers, or candidates to understand what candidates are specifically required to do. It is not evident that the assessment has been customized for alignment to ACEI Standards.

Standard 3.3. Development of critical thinking and problem solving. Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.

Met



Met with Conditions



Not Met



Comment:

The program indicated that Assessments 1, 3, 4, 6, 7, and 8 provide evidence for this standard. See comments above.

Standard 3.4. Active engagement in learning. Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

Met



Met with Conditions



Not Met



Comment:

The program indicated that Assessments 1, 4, and 8 provide evidence for this standard. See comments above.

Standard 3.5. Communication to foster collaboration. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Met



Met with Conditions



Not Met



Comment:

The program indicated that Assessments 1, 4, and 8 provide evidence for this standard. See comments above.

ASSESSMENT

Standard 4.0. Assessment for instruction. Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Met



Met with Conditions



Not Met



Comment:

The program indicated that Assessments 1, 4, 5, 6, and 8 provide evidence for this standard. See comments above.

PROFESSIONALISM

Standard 5.1. Professional growth, reflection, and evaluation. Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Met



Met with Conditions



Not Met



Comment:

The program indicated that Assessments 1, 3, 4, 5 and 8 provide evidence for this standard. See comments above.

Standard 5.2. Collaboration with families, colleagues, and community agencies. Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Met



Met with Conditions



Not Met



Comment:

The program indicated that Assessments 1, 4, and 8 provide evidence for this standard. See comments above.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Assessments 1 and 2 should provide primary evidence for candidates' knowledge of content.

C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions could be informed with primary evidence provided by Assessment 3 Math Literacy Integrated Assessment and Assessment 4 Student Teaching/Intern Evaluation Rubric.

C.3. Candidate effects on P-12 student learning

Candidate effects on P-12 student learning could be addressed by Assessment 5.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program is discussed in Section V of this program report.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

The requirements that Assessment 3 must address ACEI Standards in the four content areas 2.1, 2.2, 2.3, and 2.4; as well as the inclusion of pedagogical and professional knowledge, skills and dispositions related to planning instruction in the assessment are given in directions of the report template. Data could give evidence that all candidates are required to demonstrate proficiency that supports the ACEI Standards being measured by the assessment.

Consider avoiding duplicative assessments.

Evidence of candidates' focus on student learning could be provided with assessments during clinical experiences.

Assurance of consistent, fair and accurate assessments could be succinctly described to support that requirements are provided for all candidates in the program.

Assessments could include an explicit title of the assessment, descriptions that state clear directions given to candidates and an analysis of data that is clearly aligned to ACEI standards.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

N/A

F.2. Concerns for possible follow-up by the CAEP site visitors:

N/A

PART G -DECISIONS

Decision:

-  National Recognition with Conditions. The program has received a decision of conditional national recognition. See below for details.

NATIONAL RECOGNITION WITH CONDITIONS

The program is recognized through:

MM DD YYYY
08 / 01 / 2020

Subsequent action by the institution: Programs will have a maximum of two opportunities to resubmit a report with revisions to receive National Recognition. A report addressing the conditions must be submitted in accordance with the dates provided on the National Recognition Report. A program should NOT submit its Response to Conditions until it has the required data and is confident that it has addressed all the conditions in Part G of this Recognition Report. If no reports are submitted by the noted date, the program's recognition status will expire and revert to Not Recognized. In case the status expires, the program will not be able to submit a Response to Conditions Report, but may submit a new, complete program report and initiate a new program review if time permits for the current CAEP accreditation cycle. Otherwise, the program may submit a new, complete program report and initiate a new program review for the next CAEP accreditation cycle, three years before the site visit.

If the program is currently Recognized with Conditions and is submitting a second Response to Conditions Report, the next report must be submitted by the date below. Failure to submit a report by the date below will result in loss of national recognition.

MM DD YYYY
03 / 15 / 2020

The following conditions must be addressed within the time period specified above if the program's recognition with conditions has been continued. See above for specific date.

To be nationally recognized, the following conditions must be met by the deadline:

1. Assessment 3: PROGRAM REPORT, SECTION IV, Assessment #3 instructions state: "Assessments that address Standards 2.1-2.4 are required." Revise or replace this assessment to meet these instructions. One set of data should be collected using the revised or new assessment and rubric to guide candidate work.
2. To avoid confusion and the appearance of "double-dipping" remove the edTPA from Assessment 1. ACEI Reviewers understand the edTPA is a licensure exam in some states, but it may be a better fit as Assessment 5. Alternatively, remove the edTPA as Assessment 5 and submit a new Assessment 5 to demonstrate candidate impact on student learning. Submit a revised Assessments 1 and 5 to clarify your decision. Provide one semester of newly collected data that gives evidence to document proficiency that supports the ACEI Standards being measured by the assessment.
3. Revise Assessment 6 Language Study of an Emergent Bilingual Learner to include instructions that state specifically what all candidates are required to complete for the assessment. Provide one semester of newly collected data that gives evidence to document proficiency that supports the ACEI Standards being measured by the assessment.
4. Revise Assessment 7 Science Unit Final Portfolio to make explicit connections to ACEI Standards aligned. Ensure that data are reported clearly for all candidates assessed. It appears that 28, 29, or 10, or 19 candidates

were reported on in Table 1.

5. Revise Assessment 8 Professional Electronic Portfolio to clearly align with ACEI Standards. Include title of the assessment; directions given to candidates; and analysis of data collected. Provide one semester of newly collected data that gives evidence that documents proficiency that supports the ACEI Standards being measured by the assessment.

6. Once the rubrics are revised and realigned, one set/semester of new data will need to be gathered with the candidates using the newly designed rubrics to guide their work. Do not include data collected before the rubric was modified, edited or realigned to standards.

Resubmit Section IV in its entirety for Assessments 3, 5, 7, and 8. If modifications to assessment have alignment to standards, SECTIONS II and II will need to be updated and submitted.

Complete Sections V and VI of the ACEI program template as well before resubmitting the program.

Please click "Next"

This is the end of the report. Please click "Next" to proceed.