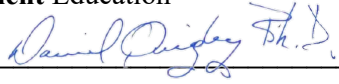


CPI_STUDENT ACHIEVEMENT/SUCCESS

This CPI plan is created for improving student success/achievement for AY 2022-2025

Name of the department Education

Dean's Signature _____



Year (e.g., AY:) AY: 2022-2023, 2023-2024, 2024-2025 2022-2023

Expected Date of Submission 6/30/2022

Contact: Minaz Fazal

To ensure NYIT's CPI process meeting *MSCHE Standard V in Educational Effectiveness Assessment: Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.* in this CPI report, each department is requested to create a three-year assessment/evaluation plan to improve student success. Reports should address the following points:

- I. State/create the educational goals of your department regarding student achievement at the degree/program level.

M.S. Early Childhood Education

M.S. Childhood Education

M.A.T. Adolescent Education

Students successfully graduating from the Masters program(s) in Education will be prepared to pursue teaching careers in their area or certification.

Key Performance Indicators: passing rate on Teacher Performance Assessment (TPA), obtain certification, secure full-time

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employment in their area of certification

- II. The stated goals should align with institutional mission, and [NYIT strategic action plan](#) goals to optimize student success.

Align with the university mission: Provide career-oriented professional education.

Align with the university strategic goal: optimizing student success

- III. Specify current and historical data analysis or relevant information that identify the obstacles and discover areas of opportunity for improvement, including:

1. Current and historical data that identify areas for improvement.
2. Data analysis and relevant research that identify the obstacles and discover opportunities for proposing a quality improvement action plan.

NY State Ed used to required all teacher candidates to complete the edTPA assessment as part of the certification requirements. In 2021, NY State no longer required the completion of this teacher performance assessment and instead, asked all Education programs to develop their own performace assessment. As such, we do not have any baseline data but do have a unique opportunity to develop and implement a quality assessment system that would be meaningful for student success. The plan is as follows:

NYIT Teacher Performance Assessment for All Teacher Education Candidates

The teacher performance assessment will be a very important part of the student teaching experience, and all teacher education candidates must successfully complete the teacher performance assessment in order to both pass the student teaching semester as well as qualify for their teaching certification in their intended area.

The teacher performance assessment will consist of the following:

- A summative evaluation of the teacher candidate done by the cooperating teacher at the midway point of the semester
- A summative evaluation of the teacher candidate done by the cooperating teacher at the end of the semester

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- A summative evaluation of the teacher candidate done by the university site supervisor at the end of the semester
- A teacher work sample

Summative Evaluations

Teacher candidates will receive a total of three summative evaluations during their student teaching semester, all of which will contribute to their overall teacher performance assessment. These evaluations will be based on their work in the classroom, and focus on various dimensions of candidate performance, such as content and curriculum, knowledge of students and their learning, learning environments, assessment, planning and instruction and leadership and collaboration.

The practices listed under each dimension of candidate performance are aligned to the New York State Teaching Standards, and all ten InTASC standards.

Their performance will be evaluated on a scale of 1-3, and student teachers must have an overall average score of 2 in order to successfully complete their summative evaluations.

Teacher Work Sample Tasks Unit Culminating Project

The TWS Tasks Unit is the culminating project for the Student Teaching Program. This unit is designed for students to demonstrate their mastery of teaching principles in developing and teaching a complete unit in the student teacher's student teaching placement. Students will be required to design the educational unit based on Common Core Standards (or relevant standards) complete with pre, post and formative assessments. Students will then be required to teach this unit and evaluate the impact that teaching this unit had on students in terms of concept development and skills development. In order to accurately determine the impact that this unit had on student learning, the student teachers will evaluate one pre/ and post assessment and calculate the Effect Size for teaching this unit. The student teacher will also be able to evaluate the impact on each student and focus on how the student teacher can design and implement future instruction based on the evaluation of the assessments. The TWS requirement will also

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require the student teacher to evaluate the actual teaching of the unit and the overall teaching during the complete student teaching experience in terms of an affective analysis and focus on areas that were successful, areas that need to be improved upon and how the student teacher will continue to improve instruction through ongoing Professional Development.

Student teachers must receive a passing grade on their teacher work sample in order to successfully complete this portion of their teacher performance assessment.

- IV. Specify your division/department action/initiatives plans with the following:
1. What is the student success goals (Make it smart: specific, measurable, actionable, relevant, and time-based)
The department plans to develop and implement a Teacher Performance Assessment system that will be implemented during the teacher candidates' student teaching course. During this semester, candidates receive supervision as they student teaching, as well as instruction on effective teaching strategies. Candidates apply what they have learnt throughout the program, in their actual practice. Therefore a performance assessment during student teaching not only provides authentic assessment, but also allows them to receive feedback from their supervisor and instructor for areas of continuous improvement.
 2. What are the strategic actions to improve?
The goal is to improve teaching practices of the candidates so they can become effective teachers.
 3. What are the KPI (both qualitative and quantitative measures) used to assess the actions' effectiveness?
KPI: Teacher Work Sample (TWS) Tasks Unit Culminating Project
The TWS Tasks Unit is the culminating project for the Student Teaching Program. This unit is designed for students to demonstrate their mastery of teaching principles in developing and teaching a complete unit in the student teacher's student teaching placement.

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4. Describe how the department set up the baseline and expected outcomes (could be the successful goal or stages towards the successful goal), the methods to evaluate progress, adjust its actions and determine its effectiveness?
Since this is a new assessment system, the department will pilot test it in Fall 2023 and obtain baseline data from the % candidates who complete and pass the TPA. Feedback from candidate and supervisors will be collected on the efficacy of the assessment and modifications will be made accordingly.
 5. Identify personnel/leadership, resources to implement the plan, collect and analyze the data and identify if the expected outcomes are met. If successfully met, keep the practice, or expand, if not, refine and next cycle of PDSA begin
The Education program director worked on this plan along with the instructor for student teaching (EDPC 681 and EDPC 683), and the Director of Field Placement and Certification. The student teaching instructor will lead the implementation of the plan and the Director of Field Placement and Certification will be in charge of collecting and analyzing the data.
- V. How will the plan and results be conveyed to your department (strongly recommend involving all stake holders including students)
Progress and results are and will continue to be communicated with other faculty during department and assessment meetings. Feedback will be solicited from the candidates completing the TPA in the pilot phase. In the regular implementation cycle, the supervisors will be providing feedback to the candidates based on their TPA and thus, the candidates will always be involved in the data analysis process.