



Professional Responsibility:

Satisfaction of employers and stakeholder involvement,

EPP- Initial and Advanced Programs 2023-2024

PURPOSE

Embedded within the Practicum course, a survey of University Supervisors that observe student teaching included a question focusing on Danielson's domain 4 – Professional Responsibility - aims to ascertain information regarding Reflection on Teaching (CAEP 1.2) Reflection on Student Achievement (CAEP 1.2), Providing Evidence of Student Achievement (CAEP 1.2), Accepting Constructive Feedback (CAEP 1.1), Exhibiting Professional Behavior (CAEP 1.1), Exhibiting Professional Responsibility (CAEP 1.1), Working Cooperatively with Other Professionals (CAEP 1.1), thereby exhibiting Measure 2 (Initial and Advanced); Satisfaction of employers and stakeholder involvement. The purpose of this instrument is to capture critical information about candidate performance during practicum (student teaching experience).

ADMINISTRATION

The survey was administered in the Fall 2023 and Spring 2024 semesters in the practicum courses taken by the 1,987 Initial and Advanced program students during their last semester, when they are scheduled to complete all their degree requirements for degree conferral. Data collected in the

surveys are derived from an analysis of lesson plan, the teaching observation, and a post observation conference. The observations are conducted by the University Supervisor for scoring, in consultation with the P-12 cooperating teacher. The cooperating teachers are employed by the schools where the candidates are completing their clinical experience, and therefore represent the employer perspective.

The Initial and Advanced program candidates represented were Education and Special Education:

- Early Childhood Education and Special Education, Birth Grade 2 had 1175 responses (52.36%)
- Childhood Education and Special Education, Birth Grade 1-6 had 787 responses (35.07%)
- Teaching Students with Disabilities, 7-12 Generalist Program had 140 responses (6.24%)
- Teaching English to Speakers of Other Languages had 47 responses (2.09%)
- Jewish Childhood Education & Special Education 1-6 had 33 responses (1.47%)
- Mathematics Education had 29 responses (1.29%)
- Undergraduate Education B-2 had 22 responses (0.98%)
- Undergraduate Education 1-6 had 11 responses (0.49%)

Total responses were 2244 (100%)

INSTRUMENT

Embedded within the Practicum Observation survey, a question focusing on Danielson's domain 4 – Professional Responsibility exhibits results for Measure 2 (Initial and Advanced) and addresses satisfaction of employers and stakeholder involvement. Seven response options were provided via a Qualtrics survey: Reflection on Teaching (CAEP 1.2) Reflection on Student Achievement (CAEP 1.2) Providing Evidence of Student Achievement (CAEP 1.2), Accepting Constructive Feedback (CAEP 1.1) Exhibiting Professional Behavior (CAEP 1.1) Exhibiting Professional Responsibility (CAEP 1.1) Working Cooperatively with Other Professionals (CAEP 1.1)

VALIDITY AND RELIABILITY

Content validity of all Candidate Learning Outcomes aligned items was established fall 2019 via the Lawshe Method (See Alumni, and Employer Lawshe Exsum).

ANALYSIS

The processes applied were percentages and count of the candidates as they responded to the questions of Professional Responsibility-Danielson's domain 4, reflecting on Satisfaction of employers and stakeholder involvement.

EPP. To improve satisfaction of employers and stakeholder involvement across all programs, the EPP will continue disseminating job opportunities via Canvas courses (for students soon to graduate) and via emailed announcements to completers, to connect candidates with employers. We will also follow up with employers and alumni systematically six months after degree conferral, to better capture career outcomes shortly after graduation.

The EPP Initial and Advanced program practicum student responses were collected during their

last semester, when they are scheduled to complete all of their degree requirements for degree conferral. The overall results were above 80% to the seven questions of Professional Responsibility which exhibited results for Measure 2 (Initial and Advanced) and addressed satisfaction of employers and stakeholder involvement. The below tables reflect one thousand nine hundred and eighty-seven (1,987) attempts, with their respective responses as follows:

Early Childhood/Special Education B-2 (I). There were 1,050 respondents to seven

Questions which overall more than 90% were Observed Effective or Highly Effective:

#	Question	Not Observed(1)	Observed Ineffective(2)	Observed Developing(3)	Observed Effective(4)	Observed Highly Effective(5)	Total
1	4 a - Reflects on Teaching (CAEP 1.2; InTASC 9; RP1; NYS 7; D 4a; M3)]	1.90%	0.38%	3.71%	56.57%	37.43%	1,050
2	4 b - Reflects on Student Achievement (CAEP 1.2; InTASC 9; RP2, DLR2; NYS 5; D 4b; M3)	2.19%	0.38%	6.87%	58.21%	32.35%	1,048
3	4 c - Provide Evidence of Student Achievement(CAEP 1.2; InTASC 10; DLR3; D 4b, 4c; M3)	2.10%	0.48%	11.15%	58.44%	27.84%	1,049
4	4 d - Accepts Constructive Feedback(CAEP 1.1, 3.3; InTASC 10; RP3; NYS 7; D 3e, 4e; M3)	1.71%	0.10%	4.57%	51.14%	42.48%	1,050
5	4 e - Exhibits Professional Behavior (CAEP 1.1, 3.3; InTASC 9; PCA1, PCA2; NYS 6; D 4e; M4)	1.14%	0.67%	3.43%	53.43%	41.33%	1,050
6	4 f - Exhibits Professional Responsibility (CAEP 1.1, 3.3; InTASC 9; PCA1, PCA2; NYS 6; D 4f; M4)	1.62%	1.33%	2.76%	52.90%	41.39%	1,051
7	4 g - Works Cooperatively with Other Professionals(CAEP 1.1, 3.3; InTASC 10; PCA2; NYS 6; D 4d; M4)	2.10%	0.19%	2.48%	54.34%	40.90%	1,049

Childhood Education/Special Education 1-6 (I). There were 722 respondents to seven

Questions which overall more than 90% were Observed Effective or Highly Effective:

#	Question	Not Observed(1)	Observed Ineffective(2)	Observed Developing(3)	Observed Effective(4)	Observed Highly Effective(5)	Total
1	4 a - Reflects on Teaching (CAEP 1.2; InTASC 9; RP1; NYS 7; D 4a; M3])	0.42%	0.00%	1.52%	53.88%	44.18%	722
2	4 b - Reflects on Student Achievement (CAEP 1.2; InTASC 9; RP2, DLR2; NYS 5; D 4b; M3)	0.42%	0.28%	2.64%	57.14%	39.53%	721
3	4 c - Provide Evidence of Student Achievement(CAEP 1.2; InTASC 10; DLR3; D 4b, 4c; M3)	0.42%	0.14%	2.77%	59.56%	37.12%	722
4	4 d - Accepts Constructive Feedback(CAEP 1.1, 3.3; InTASC 10; RP3; NYS 7; D 3e, 4e; M3)	0.42%	0.00%	0.69%	53.74%	45.15%	722
5	4 e - Exhibits Professional Behavior (CAEP 1.1, 3.3; InTASC 9; PCA1, PCA2; NYS 6; D 4e; M4)	0.42%	0.00%	0.69%	52.64%	46.25%	720
6	4 f - Exhibits Professional Responsibility (CAEP 1.1, 3.3; InTASC 9; PCA1, PCA2; NYS 6; D 4f; M4)	0.42%	0.00%	1.53%	52.43%	45.63%	721
7	4 g - Works Cooperatively with Other Professionals(CAEP 1.1, 3.3; InTASC 10; PCA2; NYS 6; D 4d; M4)	0.28%	0.14%	0.14%	53.46%	45.98%	722

Special Education 7-12 (I). There were 79 respondents to seven Questions which overall more than 80% were Observed Effective or Highly Effective:

#	Question	Not Observed(1)	Observed Ineffective(2)	Observed Developing(3)	Observed Effective(4)	Observed Highly Effective(5)	Total
1	4 a - Reflects on Teaching (CAEP 1.2; InTASC 9; RP1; NYS 7; D 4a; M3])	0.00%	0.00%	5.13%	30.77%	64.10%	78
2	4 b - Reflects on Student Achievement (CAEP 1.2; InTASC 9; RP2, DLR2; NYS 5; D 4b; M3)	0.00%	1.27%	3.80%	27.85%	67.09%	79
3	4 c - Provide Evidence of Student Achievement(CAEP 1.2; InTASC 10; DLR3; D 4b, 4c; M3)	0.00%	0.00%	7.59%	30.38%	62.03%	79
4	4 d - Accepts Constructive Feedback(CAEP 1.1, 3.3; InTASC 10; RP3; NYS 7; D 3e, 4e; M3)	0.00%	0.00%	2.56%	29.49%	67.95%	78

5	4 e - Exhibits Professional Behavior (CAEP 1.1, 3.3; InTASC 9; PCA1, PCA2; NYS 6; D 4e; M4)	0.00%	0.00%	2.53%	27.85%	69.62%	79
6	4 f - Exhibits Professional Responsibility (CAEP 1.1, 3.3; InTASC 9; PCA1, PCA2; NYS 6; D 4f; M4)	0.00%	0.00%	2.60%	29.87%	67.53%	77
7	4 g - Works Cooperatively with Other Professionals(CAEP 1.1, 3.3; InTASC 10; PCA2; NYS 6; D 4d; M4)	0.00%	0.00%	2.56%	28.21%	69.23%	78

Mathematics (I). There were 23 respondents to seven Questions which overall more than 100% were Observed Effective or Highly Effective:

#	Question	Not Observed(1)	Observed Ineffective(2)	Observed Developing(3)	Observed Effective(4)	Observed Highly Effective(5)	Total
1	4 a - Reflects on Teaching (CAEP 1.2; InTASC 9; RP1; NYS 7; D 4a; M3))	0.00%	0.00%	0.00%	0.00%	100.00%	23
2	4 b - Reflects on Student Achievement (CAEP 1.2; InTASC 9; RP2, DLR2; NYS 5; D 4b; M3)	0.00%	0.00%	0.00%	0.00%	100.00%	23
3	4 c - Provide Evidence of Student Achievement(CAEP 1.2; InTASC 10; DLR3; D 4b, 4c; M3)	0.00%	0.00%	0.00%	0.00%	100.00%	23
4	4 d - Accepts Constructive Feedback(CAEP 1.1, 3.3; InTASC 10; RP3; NYS 7; D 3e, 4e; M3)	0.00%	0.00%	0.00%	0.00%	100.00%	23
5	4 e - Exhibits Professional Behavior (CAEP 1.1, 3.3; InTASC 9; PCA1, PCA2; NYS 6; D 4e; M4)	0.00%	0.00%	0.00%	0.00%	100.00%	23
6	4 f - Exhibits Professional Responsibility (CAEP 1.1, 3.3; InTASC 9; PCA1, PCA2; NYS 6; D 4f; M4)	0.00%	0.00%	0.00%	0.00%	100.00%	23
7	4 g - Works Cooperatively with Other Professionals(CAEP 1.1, 3.3; InTASC 10; PCA2; NYS 6; D 4d; M4)	0.00%	0.00%	0.00%	0.00%	100.00%	23

Jewish Childhood Education and Special Education 1-6 (MS) (I). There were 32 respondents to seven Questions which overall more than 90% were Observed Effective or Highly Effective:

#	Question	Not Observed(1)	Observed Ineffective(2)	Observed Developing(3)	Observed Effective(4)	Observed Highly Effective(5)	Total
1	4 a - Reflects on Teaching (CAEP 1.2; InTASC 9; RP1; NYS 7; D 4a; M3))	0.00%	0.00%	0.00%	0.00%	100.00%	32
2	4 b - Reflects on Student Achievement (CAEP 1.2; InTASC 9; RP2, DLR2; NYS 5; D 4b; M3)	0.00%	0.00%	0.00%	0.00%	100.00%	32
3	4 c - Provide Evidence of Student Achievement(CAEP 1.2; InTASC 10; DLR3; D 4b, 4c; M3)	0.00%	0.00%	0.00%	0.00%	100.00%	32
4	4 d - Accepts Constructive Feedback(CAEP 1.1, 3.3; InTASC 10; RP3; NYS 7; D 3e, 4e; M3)	0.00%	0.00%	0.00%	0.00%	100.00%	32
5	4 e - Exhibits Professional Behavior (CAEP 1.1, 3.3; InTASC 9; PCA1, PCA2; NYS 6; D 4e; M4)	0.00%	0.00%	0.00%	3.13%	96.88%	32
6	4 f - Exhibits Professional Responsibility (CAEP 1.1, 3.3; InTASC 9; PCA1, PCA2; NYS 6; D 4f; M4)	0.00%	0.00%	0.00%	0.00%	100.00%	32
7	4 g - Works Cooperatively with Other Professionals(CAEP 1.1, 3.3; InTASC 10; PCA2; NYS 6; D 4d; M4)	0.00%	0.00%	0.00%	0.00%	100.00%	32

Teaching English to Speakers of Other Languages (TESOL), TESOL/Bilingual CRITI

(Advanced Certification) (MS). There were 44 respondents to seven Questions which overall more than 90% were Observed Effective or Highly Effective:

#	Question	Not Observed(1)	Observed Ineffective(2)	Observed Developing(3)	Observed Effective(4)	Observed Highly Effective(5)	Total
1	4 a - Reflects on Teaching (CAEP 1.2; InTASC 9; RP1; NYS 7; D 4a; M3))	0.00%	0.00%	0.00%	51.16%	48.84%	43
2	4 b - Reflects on Student Achievement (CAEP 1.2; InTASC 9; RP2, DLR2; NYS 5; D 4b; M3)	0.00%	0.00%	0.00%	65.91%	34.09%	44

3	4 c - Provide Evidence of Student Achievement(CAEP 1.2; InTASC 10; DLR3; D 4b, 4c; M3)	0.00%	0.00%	0.00%	70.45%	29.55%	44
4	4 d - Accepts Constructive Feedback(CAEP 1.1, 3.3; InTASC 10; RP3; NYS 7; D 3e, 4e; M3)	0.00%	0.00%	0.00%	47.73%	52.27%	44
5	4 e - Exhibits Professional Behavior (CAEP 1.1, 3.3; InTASC 9; PCA1, PCA2; NYS 6; D 4e; M4)	0.00%	0.00%	0.00%	41.86%	58.14%	43
6	4 f - Exhibits Professional Responsibility (CAEP 1.1, 3.3; InTASC 9; PCA1, PCA2; NYS 6; D 4f; M4)	0.00%	0.00%	0.00%	56.82%	43.18%	44
7	4 g - Works Cooperatively with Other Professionals(CAEP 1.1, 3.3; InTASC 10; PCA2; NYS 6; D 4d; M4)	0.00%	0.00%	0.00%	65.91%	34.09%	44

Undergraduate Education B-2, 1-6 There were 32 respondents to seven Questions which overall more than 80% were Observed Effective or Highly Effective:

#	Question	Not Observed(1)	Observed Ineffective(2)	Observed Developing(3)	Observed Effective(4)	Observed Highly Effective(5)	Total
1	4 a - Reflects on Teaching (CAEP 1.2; InTASC 9; RP1; NYS 7; D 4a; M3)]	0.00%	0.00%	0.00%	53.13%	46.88%	32
2	4 b - Reflects on Student Achievement (CAEP 1.2; InTASC 9; RP2, DLR2; NYS 5; D 4b; M3)	0.00%	0.00%	3.13%	65.63%	31.25%	32
3	4 c - Provide Evidence of Student Achievement(CAEP 1.2; InTASC 10; DLR3; D 4b, 4c; M3)	0.00%	3.13%	15.63%	56.25%	25.00%	32
4	4 d - Accepts Constructive Feedback(CAEP 1.1, 3.3; InTASC 10; RP3; NYS 7; D 3e, 4e; M3)	0.00%	0.00%	3.13%	43.75%	53.13%	32
5	4 e - Exhibits Professional Behavior (CAEP 1.1, 3.3; InTASC 9; PCA1, PCA2; NYS 6; D 4e; M4)	0.00%	0.00%	3.13%	46.88%	50.00%	32
6	4 f - Exhibits Professional Responsibility (CAEP 1.1, 3.3; InTASC 9; PCA1, PCA2; NYS 6; D 4f; M4)	0.00%	0.00%	6.25%	43.75%	50.00%	32
7	4 g - Works Cooperatively with Other Professionals(CAEP 1.1,	0.00%	0.00%	12.50%	37.50%	50.00%	32

3.3; InTASC 10; PCA2; NYS 6; D
4d; M4)

EPP INITIAL AND ADVANCED PROGRAM TABLE

#	Question	Not Observed(1)	Observed Ineffective(2)	Observed Developing(3)	Observed Effective(4)	Observed Highly Effective(5)	Total
1	4 a - Reflects on Teaching (CAEP 1.2; InTASC 9; RP1; NYS 7; D 4a; M3))	1.16%	0.20%	2.72%	52.89%	43.03%	1,987
2	4 b - Reflects on Student Achievement (CAEP 1.2; InTASC 9; RP2, DLR2; NYS 5; D 4b; M3)	1.31%	0.35%	4.78%	55.29%	38.27%	1,986
3	4 c - Provide Evidence of Student Achievement(CAEP 1.2; InTASC 10; DLR3; D 4b, 4c; M3)	1.26%	0.35%	7.44%	56.39%	34.56%	1,988
4	4 d - Accepts Constructive Feedback(CAEP 1.1, 3.3; InTASC 10; RP3; NYS 7; D 3e, 4e; M3)	1.06%	0.05%	2.82%	49.65%	46.43%	1,988
5	4 e - Exhibits Professional Behavior (CAEP 1.1, 3.3; InTASC 9; PCA1, PCA2; NYS 6; D 4e; M4)	0.76%	0.35%	2.22%	50.33%	46.35%	1,985
6	4 f - Exhibits Professional Responsibility (CAEP 1.1, 3.3; InTASC 9; PCA1, PCA2; NYS 6; D 4f; M4)	1.01%	0.70%	2.21%	50.33%	45.75%	1,987
7	4 g - Works Cooperatively with Other Professionals(CAEP 1.1, 3.3; InTASC 10; PCA2; NYS 6; D 4d; M4)	1.21%	0.15%	1.66%	51.48%	45.50%	1,987