Program Use of Employer and Completer Feedback

Accreditation Committee Responses

October 2023

- Initial Programs -- *Please share one or more specific example(s) of how your program used validity, employer, and completer feedback to improve candidate outcomes.* (1 –2 paragraphs)
- Advanced Programs -- *Please share one or more specific example(s) of how your program used validity feedback to improve candidate outcomes.* (1 –2 paragraphs)

Please paste your response in the space below.

Program	1 – 2 Paragraph Response
Early Childhood Education Group: --Early Childhood Education --Alternate Route Early Childhood Education --MAT Early Childhood	We received feedback from both alumni and completers that our candidates' ***conceptual understanding of mathematics and knowledge of technology*** could be improved. As a result, in Fall 2022, we redesigned ECE 656 and ECE 305, which are graduate and undergraduate mathematics pedagogy courses. Our goal was to have more rigorous content and assignments. Specifically, we increased the focus on state standards in mathematics to ensure the candidates know the various areas that are taught. We began using an online mathematics training program from Early Learning Online Math Counts Learning Series. This program provides a deep focus on mathematical content knowledge in the preschool and kindergarten years. By learning how very young children learn mathematics, our candidates will be able to understand and support learning better in the classroom. In addition, we created a new signature assignment that requires candidates to create a STEM Learning Center. They must choose a standards-based topic and integrate mathematics, science, engineering, and technology in meaningful, developmentally appropriate ways. They are guided by the new state learning standards for Computer Science and Design Thinking. Candidates focus on design thinking, resources for technology, and developmentally appropriate ways to use technology to create their learning center. We will be tracking the data from this signature assignment and course grades moving forward which will let us see if the candidates' conceptual understanding of mathematics and knowledge of technology has improved.

Advanced: ESL/Bilingual-Bicultural Education	Based on the P-12 partner feedback, MCC has identified below as the area that needed attention. "To apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. [Standard 4]" The survey data was shared with the department faculty, including the adjunct faculty, who are a critical part of the program. With their input, we have discussed ways to make one of our signature assignments to reflect more data analysis and require additional resources that reflect the current state of ESL/Bilingual classrooms. Additionally, we are working to reflect the changing state requirements more readily in the course requirements. An additional comment - "Guidance and expectations for the overall program should be more clear and precise. There was a lot of back and forth in finding out what to do next and what was missing from my profile. These comments are based on personal experience" – guided us in the program progress as we write our handbook and how to streamline the various program requirements so that they can be more synergistic, rather than 'additional' as they continue their program requirements.
Advanced: Educational Leadership	The department of Educational Leadership began the process of reviewing our signature assignments for validity in the Spring 2022 semester. The initial review provided an opportunity for P-12 partners to provide their feedback and insights on the Classroom Observation Assignment administered in EDLD 660. Subsequently, in the fall 2022 semester, the remaining signature assignments were reviewed and discussed by our P-12 partners. These assignments were: EDLD 690 Classroom Observation Report & Equity Audit, EDLD 690 Comprehensive Equity Plan and School-Wide Equity Audit, and EDLD 693 Comprehensive Equity Plan and School-Wide Equity Audit. The feedback provided by our P-12 partners was overwhelmingly positive for all of our signature assignments. Our partners indicated that the assignments were timely and relevant to the work of school leaders. During the fall 2022 semester, we also met with our P-12 partners and further discussed our signature assignments to ensure that these were supporting the candidates in our programs. To improve candidate outcomes, we met with our partners and addressed the clarity of the rubrics in the EDLD 660 Classroom Observation Assignment. The feedback from this meeting led to the revision of rubric #3 for this assignment. It was revised in order to clarify where in the assignment coaching teachers for self-evaluation would be evident. P-12 partners and faculty

| | determined that this would occur in the pre-observation conference and post-observation conference. The rubric was updated accordingly to reflect this.

At the conclusion of fall 2022, P-12 partners and adjuncts were invited to the December department meeting. This dialogue provided further opportunity to discuss the signature assignments, and coursework in general, in relation to supporting the needs of our students. The conversation highlighted the challenges and changes school leaders have experienced during and post the covid pandemic, the need to support our students in the development of their strategic leadership skills, and the connections between assignments and coursework with the SLLA exam. In May 2023, we followed up with our P-12 partners for additional feedback on our signature assignments and on the validity review. This additional feedback further supported the comments our P-12 partners provided in the fall 2022 semester. For example, in relation to EDLD 660 Classroom Observation Assignment, one of our partner's shared that the assignment, "... is a comprehensive summary of how to assess teachers in schools. The document also provides links to Online Technology References and Resources, Strategies, Techniques, and/or Approaches for Teacher Self-Exploration." In relation to EDLD 690 Comprehensive Equity Plan and School-Wide Equity Audit, one of our partners stated, "The provided rubrics for the EDLD 690 A4 Comp Equity Plan are thorough, specific, and timely. All PSEL standards are embedded in the document. The candidate creates 10 questions, that align with the PSEL standards during the interview with the principal triangulate the data from the candidate's perspective as well as the principal's perspective." Another P-12 partner reflected on our validity process overall, "I feel the commentary/feedback is quite valuable to the professors of these courses. Utilizing on-campus and off-campus field partners to examine the assignments for validity in job-readiness is critical to ensure that we are consistently preparing our candidates for success. As an instructor of a course containing a signature assignment, I greatly appreciate the review and feedback as a 'checks and balances' and confirmation that the assignments crafted are in alignment with our programming expectations. It was quite valuable to me to assist in my refinement efforts where necessary within the assignment, and what sentiments to echo within my conversations with students about them. With this confirming feedback, I'm confident that our candidate's engagement with the signature assignments will help prepare them for successful leadership opportunities in the |

	future." Throughout the 2022-2023 academic year, the validity review process has provided evidence of the signature assignments' relevance for our candidates' learning and supporting their preparation as future school leaders. On May 9, 2023, the department met with P-12 professionals to discuss the student outcomes for EDLD 690 internship assessments. Discussions and recommendations were similar to the written feedback. The department continues to meet with the P-12 partners on regular basis to discuss student outcomes.
Advanced: LDTC	In general, the suggestions offered by the partners who completed validity surveys stressed the need for candidates to complete sub-tasks or elements of the overall assignment that were not explicitly identified as requirements. For example, regarding the Assistive Technology and Intervention assignment, one respondent commented, "Also specialization for various disabilities might be noted (visually impaired, students with autism, physical mobility issues, etc." In this instance (and as was the pattern broadly) the missing element was, in fact, completed by several candidates. The problem was that the element was neither explicitly identified in the assignment description nor in the rubric. Partner feedback helped uncover the need for greater clarity. We reexamined rubrics and the assignments to better understand where adjustments might be needed. Regarding the rubrics, we found that, in some cases, the distinction between criterion indicators was so subtle, students missed it; several criteria appeared redundant. Also, we found that there were portions of the assignment that were vague. **Actions Taken** · We revised the language in the assignments to address specificity and clarity. · We revised the rubrics, eliminating duplication and clarifying language. · Each rubric criterion now defines progression in learning as opposed to scaling. · We reassigned a standard to the assignment in which it was a better fit. · Revised assignments and rubrics were presented to the Department for review. · The Data Report shows that the following criterion on the Fine Points of Assessment was not up to par. Our candidates were not including accurate detail with examples. We reviewed and revised the assignment and rubric to better address the criterion. Candidates are now required to base their responses on research and provide specific examples

Advanced: Reading Specialist Program	*"You are encouraged to move beyond practical teaching strategies and to explore underlying theoretical concepts in order to deepen your understanding of middle/secondary grades pedagogy..."* Validity feedback such as the above observation about our Research Paper assignment affirmed the need to cement theory and rigorously conducted literacy research as the foundations of our coursework. It also prompted reflection about how this might be better achieved, especially in cases where candidates struggle to synthesize research findings across studies. With our Research Paper assignment, it is not unusual for candidates to write summaries of each research report they read as opposed to synthesizing common findings / results across studies. The better support candidates' ability to synthesize academic research and derive context-specific implications, faculty adopted a research synthesis chart that heretofore had been used only in undergraduate courses. Although this is a graduate courses, we determined that the additional scaffolding will only support learning outcomes, Faculty will provide explicit instruction in the use of this tool, and the department will determine the effectiveness of this intervention once two cycles of Nature of Reading and Practicum in Reaching have been completed.
Advanced: School Library Media Specialist Program	Department discussion of the feedback from outside evaluators on the signature assignments – Lesson Planning and Reflection: Date: February 23, 2023 Present: Full-time faculty - Dr. Tracy Amerman, Dr. Chris Shamburg Adjunct faculty- Annemarie Stoeckel, Dr. Dana Mason, Dr. Remberto Jiminez, Dr. Carol Munn Reflection Assignment: Generally, the group agreed with the evaluators. They felt this is a relevant assignment and also agreed that some changes need to be made to reflect current terminology and trends. For example, Culturally Responsive Teaching may be more embodied under the term "Inclusivity." They agreed that one evaluator wasn't sure if this was an SEL criterion and that needs to be clarified. A suggestion was made to define "Caring." Does it mean establishing respect and a rapport?

	Recommendations: 1. Include a section where candidates explain how they support their colleagues with strategies, modifications, technology, etc. Will revisit this idea in Fall 2023 2. Edits to wording: Change "videotape" to "video." Correct wording/grammar on Level 3 of professional writing. Delete the word "her" throughout the rubric to be inclusive. Revise the Dropbox requirement of large videos to accessible videos with their links. DONE Lesson Planning: The group noted that this assignment seems dated and geared towards teacher education candidates, so they agreed with the evaluators. They felt strongly that the SLMS needs to know how to collaborate and cooperate with their peers more than creating individual Lesson Plans. They believe candidates need to understand and support colleagues in developing Lesson Plans that support all students -Special Education, 504, G&T, ELL, etc. Since we are Ed Tech, the group felt that specific technologies needed to be identified. Recommendations: 1. Immediately change "Common Core Standards" to NJ Student Learning Standards. DONE 2. Immediately change the Technology component of the rubric to include "specific technology." DONE 3. Wording Edit: Change the "very consolidating" wording in Closure. 4. Change the LP assignment to one that is more relevant for our candidates. The group suggestion was to have candidates use a colleague's general lesson plan or unit plan (identifying the grade and content) and demonstrate how they will enhance the lesson with modification, strategies, Universal Design for Learning components, Technology, etc. Long-Range Plan