

Annual Report 2025

1. Impact on P-12 Student Learning Growth

The New York State Education Department (NYSED) no longer provides up-to-date data on Student Achievement Growth ratings for teachers. We reached out multiple times to the state education department for data on recent graduates as well as to the NYC Public Schools; however, neither organization has indicated that they will provide any updated findings. Alternatively, the EPP has collected data through the following approaches: 1) We requested formal observation data from recent graduates from Adelphi's teacher education program; 2) We conducted a case study of recent graduates on their impact on P-12 students and their teaching effectiveness.

Findings on observation data: The EPP obtained data from 12 program completers (2021-2024) who provided summative teaching evaluations completed by their administrators during formal classroom observations using the Danielson Framework for Teaching. Data indicates that Childhood Education, Science, Art Grad, and TESOL scored above 3.0 across all seven domains (*1a. Demonstrating knowledge of content and pedagogy, 1e. Designing coherent instruction, 2a. Creating an environment of respect and rapport, 2d. Managing student behavior, 3b. Using questioning and discussion techniques, 3c. Engaging students in learning, and 3d. Using assessment in instruction*). Completers scored the highest in *2d. Managing student behavior* (mean of 3.64), and *2a. Creating an environment of respect and rapport* (mean of 3.58). At the EPP level, data show program completers performed better in certain areas during their APPR evaluations as working teachers compared to their student teaching. The data show improvement in *managing student behavior* (3.33 → 3.64), *designing coherent instruction* (3.25 → 3.38), and *using questioning and discussion techniques* (3.00 → 3.09) once they became practicing teachers. Scores for *creating an environment of respect and rapport* stayed -consistently strong in both situations, maintaining a 3.58.

At the time of this annual report submission, we have analyzed one case study observation of a completer from the Childhood Program (several other observations are currently being conducted but analysis will not be completed in time for this report). Findings are discussed below. We highlight the program completer's impact on P-12 student learning growth:

1. **Documented Academic Progress:** The graduate shows impact through measurable student growth in reading levels. As stated in the interview: "at this point in the year, for example, they're supposed to be reading at like an H or an I, and a lot of my students came in Rr, so they're finally reaching A, B or C." While this progress is below grade-level benchmarks, it represents significant growth for ELL students.
2. **School Performance Context:** The report notes that "The school's students are in Level 3 and 4 in terms of subject performance in Mathematics and ELA (with Level 4 being the highest)" indicating the completer contributes to maintaining strong performance metrics.
3. **Differentiated Instruction:** The completer demonstrates impact through targeted teaching strategies: "I use the small groups a lot to really support where they need." This approach allows for addressing specific learning needs of diverse students, particularly ELLs.

4. **Motivational Impact:** The completer creates memorable learning experiences (like the pumpkin experiment) that engage students in learning. The report notes students from previous years still remember these activities, indicating lasting impact on student engagement with learning materials.
5. **Language Acquisition Progress:** The completer focuses specifically on English language development for ELL students, providing resources to support learning both in class and at home through Google Classroom videos and sight word flashcards.

2. Teacher Effectiveness

The New York State Education Department has not provided data on overall Teacher Effectiveness since 2016. Alternatively, the EPP obtained data from 2 program completers in 2021-2024 who provided summative teaching evaluations completed by their administrators using the Danielson Framework for Teaching. Completers scored a mean of 4.0 in *4e. Growing and developing professionally*.

Findings from the case study (as described above) showcase the program completer's effectiveness in applying professional knowledge, skills, and dispositions through:

1. **Danielson Framework Assessment:** The completer scored "distinguished" (4) in 19 out of 24 domains and "proficient" (3) in the remaining 5 domains, with an overall score of 3.8/4. This indicates highly effective application of professional knowledge and skills across multiple teaching dimensions.
2. **Classroom Environment:** The completer creates a supportive learning environment where students feel safe to take risks. As stated in the discussion: "This directly impacted her classroom, as students felt safe yet challenged to participate and take risks."
3. **Instructional Flexibility:** The completer demonstrates the ability to adapt teaching strategies to meet student needs: "She showcased both in words and actions (within the observation) the willingness to explore her flexibility to help her students reach their needs and goals."
4. **Professional Growth:** The completer attributes her effectiveness partly to her Adelphi training: "The alumni maintain that her experience within the Adelphi University program, most notably the Residency student teaching experience, gave her the courage to think outside the box when working with her students."
5. **Cultural Responsiveness:** The completer effectively teaches a primarily English Language Learner population, showing cultural competence by supporting bilingual development and creating appropriate scaffolds for learning.
6. **Assessment Practices:** The completer implements effective formative assessment strategies through small group work and individualized monitoring of student progress, helping her identify next instructional steps.

The report also identifies an area for professional growth - developing stronger home-school connections with families of ELL students. This suggests a recommendation for Adelphi's program to "provide more support to the teacher candidates to create a family-centered curriculum and instruction primarily focused on literacy development."

The EPP is planning to collect more current data through the two approaches discussed above in (1).

CASE STUDY

Introduction

CAEP acknowledges that teacher effectiveness and impact data are often more complex to collect. The state may provide data (e.g., value-added measure data, case studies, performance portfolio follow-ups). Several states (i.e., North Carolina & Tennessee) provide data on completers by certain licensure areas and aggregate the data for EPPs. However, NYS does not make this data available to EPPs. Examples of approaches EPPs have taken in states that do not provide teacher effectiveness data are categorized into five categories: 1) case studies (35%), 2) interviews or focus groups (5%), 3) completer induction programs (9%), 4) completer surveys and requests for data (27%), and 5) district and educational support partnerships (24%). Adelphi University's Ruth S. Ammon College of Education and Health Sciences took a combined approach: 1) case studies, 2) interviews or focus groups, and 3) requests for data.

Research Process

A graduate from the Childhood program (STEP) agreed to participate in this case study approach, which employed a mixed-methods approach. *The school and the school district approved this participation; however, they would not allow the submission of pupil work samples or disaggregated test score data.* They cited that it went against their pupils' confidentiality and data privacy. However, the New York State Report Card 2023-2024 data was reviewed. Descriptive statistics were employed to identify trends within the Math and ELA performance scores and other relevant educational factors. In terms of qualitative methods, an observation of the classroom and a one-on-one interview took place. Data was transcribed for both the observation and interview. The interview was based on the concepts framing CAEP Standard 4.1. The questions were as follows:

- i. What is your impact on P-12 student learning and development?
- ii. How do you demonstrate you have a positive impact on P-12 student learning and development?
- iii. How do you demonstrate teaching effectiveness in the classroom?
- iv. How are you effective in contributing to diverse P-12 student learning growth?
- v. Based on the student work collected, how did the students perform based on the standards addressed in the lesson? How did the diverse students perform?
- vi. Based on the student work collected, what were the areas of strengths and struggles as evidenced in student work?
- vii. What would be your next steps for instruction based on this analysis? The observation

was derived from the Danielson Framework and written field notes. Data from both instruments were analyzed through a hierarchical coding process.

Written by: Marcella Mandracchia-Brasco, Ed.D. 2

Data

The analysis of the raw data of the observation and interview revealed the following themes of strengths and areas of improvement that are logically vertically aligned across constituents. (See Figure 1 below.)

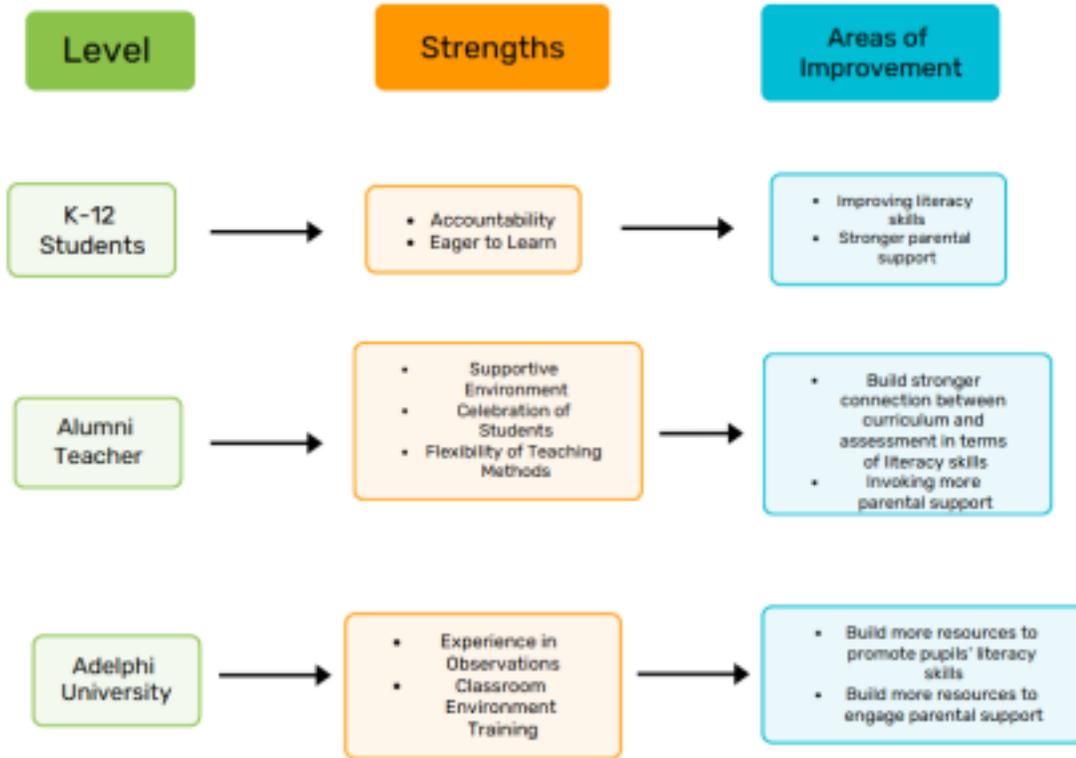


Figure 1.

Coding of the completer Case Study.

Based on the interview and observation, the data corroborated one another. The completer scored distinguished in most areas, except for the following domain areas: *1a. Demonstrating Knowledge of Content and Pedagogy, 1b. Setting instructional outcomes, 1d. Demonstrating knowledge of resources, 1e. Designing coherent instruction, and 1f. Designing student assessments* where the completer scored proficient. The completer said her goal was to “*get them to pick up more English.*” However, it is problematic because of the lack of parental support. The completer stated

“ I think weaknesses is really just like parental support, and that they're not making as much progress as they could be if they had the support at home. Like this year, I feel like it is the year that I've done the most support that I could do for them like at

home, like, I put videos on Google classroom. I've been sending home like sight word flashcards,

and I know a lot of parents are like, well, I don't know English. So I'm like, well, it's on Google classroom, like, I've recorded literally the same site words that are on there like flashcards. I send home books every year, but I'm sending more now this year because I have less students and they're just not taking advantage of that at home.”

Therefore, the completer would benefit from more mentoring on providing more literacy to their students with a piece that allows for key parental support. It is important to note that there are approximately 132 English Language Learners, of whom 112 are Economically Disadvantaged and 20 have Disabilities.

Regarding the strengths, the completer exemplified a supportive environment where students are celebrated. The completer stated

“ I celebrate them, even though it's not the growth they're supposed to be making. So at this point in the year, for example, they're supposed to be reading like an H or an I, and a lot of my students came in. Rr, so they're finally reaching A, B or C, so I'm like, that's incredible. You're reading, and sometimes they'll say to me, I can't read, and I'm like, Read this for me, and then they'll read it perfectly, and I'm like, I thought you couldn't read. So they just start laughing about it. So really, just like motivating them and encouraging them, that you know, they're able to do things that they think they can't.”

In addition, the completer mentioned her school environment was supportive of teachers, as evidenced by the fact that 100% of the teachers are working in their certification area and that the administration is experienced. Because of the well-structured support, the alumni also provide opportunities for dynamic teaching, emphasizing building a community and flexibility of teaching strategies. The completer stated

“so with the pumpkin, I do it on Halloween, or whenever the last day before Halloween is, and I have a pumpkin in my room all month long, and then throughout the month we're learning about pumpkins, the pumpkin life cycle. How many seeds do you think will be in there? So estimation we use links to predict how many links will fit around the pumpkin, and then on the like on actual

Halloween. and in the morning we'll vote to see what kind of face or Jack-o-lantern we'll have. So we learn a lot of vocabulary, too, because typically they're like a pumpkin. And I'm like, No. Now it has a face. So it's a jack-o-lantern. So we vote to make the face. We this year was actually really nice, because I have such a small class. They all got to sit around the table, and then, as I was cutting it, they got to help me cut.”

The school's students are in Level 3 and 4 in terms of subject performance in Mathematics and ELA (with Level 4 being the highest). The alumni maintain that her experience within the Adelphi University

program, most notably the Residency student teaching experience, gave her the courage to think outside the box when working with her students.

Discussion

It is important to take into account the hierarchical structure of the data. The strengths and areas of improvement are linked to one another across the different constituents. The completer witnessed and was explicitly taught flexibility and attention to the classroom environment. This became a piece that was a strength for the Adelphi University program, herself, and for the K-12 students. The flexibility of teachers has a significant impact on the students (Story, 1985). Students are sponges that mimic the behaviors they see of their teachers. The completer showcased both in words and actions (within the observation) the willingness to explore her flexibility to help her students reach their needs and goals (Grasha, 1994; Story, 1985). This directly impacted her classroom, as students felt safe yet challenged to participate and take risks (Levitt, 2001; Reeve, 2006). To further support teacher candidates who will become alumni teachers, it is important to provide them with relevant knowledge on skills and strategies for parental involvement, especially in literacy development (Enemuo & Obidike, 2013). Therefore, Adelphi University should provide more support to the teacher candidates to create a family-centered curriculum and instruction primarily focused on literacy development.

Adelphi University showcased the importance of building a safe, caring, and risk-taking environment. To support this, strategies must be developed to keep parents involved, especially in their children's literacy development. It becomes imperative for teacher candidates to have opportunities for successful partnerships among veteran teachers and parents. In that way, teacher candidates can feel more prepared to take on those responsibilities in the collaboration in their classrooms.

REFERENCES

- Enemuo, J.O. & Obidike, N.D. (2013). Assessment of parental involvement in children's literacy development. *Journal of Emerging Trends in Educational Research and Policy Studies*, 4(5), 807-814.
- Grasha, A.F. (1994). A Matter of style: The Teacher as expert, formal authority, personal model, facilitator, and delegator. *College Teaching*, 42(4), 142-149.
- Levitt, K.E. (2001). An Analysis of elementary teachers' beliefs regarding teaching and learning of science. *Science Education*, 86(1), 1-22.
- Reeve, J. (2006). Teacher as facilitators: What autonomy-supportive teachers do and why the students

benefit. *The Elementary School Teacher*, 106(3), 225-236.

Story, C.M. (1985). Facilitator of learning: A Micro-ethnographic study of the teacher of the gifted.

Gifted Child Quarterly, 29(4), 155-159.

APPENDICES

Appendices A

Danielson Scores

InTasc Standard	ISTE Standard	DANIELSON DOMAIN	The completers Score
4	2.1	1a. Demonstrating Knowledge of Content and pedagogy. (CAEP R1.2; InTasc 4)	3
1,2,7	2.2	1b. Demonstrating knowledge of students. (CAEP R1.1,R1.3; InTasc 1,2,7)	4
1	2.5	1c. Setting instructional outcomes. (CAEP R1.1; InTasc 1)	3
	2.6	1d. Demonstrating knowledge of resources	3
1,4,7	2.5	1e. Designing coherent instruction. (CAEP R1.1,R1.2,R1.3; InTasc 1,4,7)	3
6	2.7	1f. Designing student assessments. (CAEP R1.3; InTasc 6)	3
3	2.3	2a. Creating an environment of respect and rapport. (CAEP R1.1; InTasc 3)	4
	2.4	2b. Establishing a culture for learning	4
	2.5	2c. Managing classroom procedures	4

	2.3, 2.7	2d. Managing student behavior	4
	2.5	2e. Organizing physical space	4
5	2.6	3a. Communicating with students. (CAEP R1.2; InTasc 5)	4
8	2.5	3b. Using questioning and discussion techniques. (CAEP R1.3; InTasc 8)	4
1,3,4,5,8	2,6	3c. Engaging students in learning. (CAEP R1.1,R1.2,R1.3; InTasc 1,3,4,5,8)	4
6	2.7	3d. Using assessment in instruction. (CAEP R1.3; InTasc 6)	4
5	2.2	3e. Demonstrating flexibility and responsiveness. (CAEP R1.2; InTasc 5)	4
9	2.2	4a. Reflecting on teaching. (CAEP R1.4; InTasc 9)	4
	2.7	4b. Maintaining accurate records	4
10		4c. Communicating with families. (CAEP R1.4; InTasc 10)	4
10	2.3	4d. Participating in the professional community. (CAEP R1.4; InTasc 10)	4
9		4e. Growing and developing professionally. (CAEP R1.4; InTasc 9)	4
9,10		4f. Showing professionalism. (CAEP R1.4; InTasc 9,10)	4
		OVERALL TOTAL	3.8

Appendices B

Raw Observation Notes

(Redacted) Elementary

12/7/24 9:30am-10:50am

7 1st Grade students —

Morning meeting

Show me - counting days in school

- focusing on days and dates of the week

- Showing patience when counting days
- How do we write 67
- Say 67
- We have 180 days of school

We are reading our book of the week

The Gingerbread Girl

- They are re-reading it
- They are looking at what they do
- First, second, last
- Hands up
- Some are speaking in Spanish, and others are talking in English
- Say it in full sentences
- Did everyone hear (student 1)?
- (student 1) repeated louder

What happens if a cookie gets wet

- Soggy, crumble, "melt"
- The fox eats cookie
- Read the red words
- Repeat after her
- Questions about feeling and how you can tell
- Reviewing the characters in the book
- Show your version of a shocked face

La Tortilla Correora (This is for later) ← They are talking about how the premise of the books are same.

Center

- Repeat words for center work previewing the worksheet

3 students

- 1 station - 1 student
- Word work - 1 student
- Foundation writing - 1 student

4 students went out for services

Foundations = tap it out

- Welded sounds: all, am, an

8 words

- They ran from the back of the mall
- The student worked out the sentence
- We don't need an uppercase
- Added words to his list of sight words: have from

Now they are changing centers

- Word work - student 2
- Writing - Student 3

The completer and Student 1 - reading a book

- *Animals Can Move*

- Student is trying to sound out
- What kind of animals will be in the book: tigers, lions, zebra
- Title page: giraffes
- See camel (can have more than one hump), snake, polar bear

4 students came back

- Student 2 now left

Most students are working on word work

- They are unscrambling *I have a snowman*

cutting, pasting

Writing the sentence

- Tracing the sentence
- Reviewing sight words - *have*
- Working on spaces with Student 4

Next Center

Ms. CE - indoor fun

3 students - asking questions about the book

- Why is she playing in the house: too cold

2 students doing writing, word work

- What was happening yesterday: raining
 - Don't want to get sick
- **danced**, colored, painted, eat, cook

"I like to _____."

- Structure
- Hard words: *Build, write*
- They are using phones, they are reading to themselves

Draw - Student 5

Write

- We are going to use pattern
- I like to eat. I like to paint. I like to cook.
- Period at the end of sentence

Doing sounds of alphabet

- The letter is *a*
- Trying to differentiate between letter and sound.

Appendices C

Interview Transcript

Meeting summary for the completer Interview (02/18/2025)

Quick recap

Interviewer and the completer had a casual catch-up after a long time, with the Interviewer preparing to ask the completer a series of questions and promising to send her some information. They also discussed the completer's teaching methods, emphasizing the importance of creating fun experiences and adapting to students' needs, with the goal of

Written by: Marcella Mandracchia-Brasco, Ed.D. 9

improving their English language skills. The completer expressed her appreciation for Adelphi's residency program, which she believes helped her secure her teaching job.

Next steps

- The completer to continue focusing on increasing students' English language proficiency in preparation for the upcoming NYSESLAT exam.
- The completer to maintain emphasis on reading skills development, particularly for students who have recently started reading.
- The completer to continue providing at-home learning resources for parents, including videos on Google Classroom and sight word flashcards.
- The completer to follow up on RTI cases for students with difficulty retaining topics. • The completer to continue using small group instruction to provide targeted support based on individual student needs.

Summary

Catch-Up and Opportunity

Interviewer and the completer had a brief catch-up after a long time. Interviewer mentioned that she had been busy but was doing well. The completer shared that she was on a break and things were generally okay. Interviewer then explained that she would be asking the completer a series of questions, which the completer agreed to. The completer expressed her gratitude for being considered for the opportunity.

The completer's Teaching Methods and Strategies

Interviewer and the completer discussed the completer's teaching methods and strategies for engaging her students. The completer emphasized the importance of creating fun experiences for her students, such as a glow party and pumpkin carving, to make learning enjoyable. She also highlighted the need for patience and understanding when dealing with students and parents. The completer's strengths in teaching include her ability to create a supportive environment, celebrate small achievements, and adapt her teaching methods to suit her students' needs. Her main goal is to improve her students' English language skills to prepare them for future academic challenges. The completer expressed her appreciation for Adelphi's residency program, which she believes helped her secure her teaching job.

Interviewer: Alright.

2

00:00:04.490 --> 00:00:12.610

Interviewer: So one of the 1st questions that we're really gonna begin to think about is. 3

00:00:12.770 --> 00:00:16.470

Interviewer: what do you think? And what is your impact

4

00:00:16.860 --> 00:00:23.340

Interviewer: on your students learning and development. So how do you think that's been going.

5

00:00:24.029 --> 00:00:29.339

The completer: I think that one of the biggest things that I always try to do is create experiences for them.

6

00:00:29.350 --> 00:00:49.729

The completer: especially with the population of students that I work with. I know that they don't have that much background experience, or especially like a lot of knowledge that other students of their age might have, whether it's like a TV show or what it is. So I try to create that for them through experiments, through. Just.

7

00:00:49.730 --> 00:01:12.099

The completer: I've done like a glow party at work before every every year. I do like an experiment with this pumpkin, and it's like things that don't necessarily align with the curriculum sometimes, but it's things that they remember because I have students who like are now in 4th grade, and they come back. And they're like, remember, when we did that pumpkin remember when we did that thing with the ghost? Remember we did this so just

8

00:01:12.100 --> 00:01:26.870

The completer: trying to make it fun for them, especially because now I feel like the curriculum is getting so much harder, and our expectations are getting so much higher, and the gap is just increasing like crazy. So I still want them to have fun at school.

9

00:01:28.620 --> 00:01:31.570

Interviewer: Can you tell? Tell me a little bit about

10

00:01:32.634 --> 00:01:37.760

Interviewer: that pumpkin project, or any of those different projects that you've been doing.

11

00:01:37.920 --> 00:02:02.880

The completer: Yeah, so with the pumpkin, I do it on Halloween, or whenever the last day before Halloween is, and I have a pumpkin in my room all month long, and then throughout the month we're learning about pumpkins, the pumpkin life cycle. How many seeds you think will be in there? So estimation we use links to predict how many links will fit around the pumpkin, and then on the like on actual Halloween.

12

00:02:02.880 --> 00:02:26.650

The completer: and in the morning we'll vote to see what kind of face or Jack-o-lantern we'll have. So we learn a lot of vocabulary, too, because typically they're like a pumpkin. And I'm like, No. Now it has a face. So it's a jack-o-lantern. So we vote to make the face. We this year was actually really nice, because, since I have such a small class. They all got to sit around the table, and then, as I was cutting it, they got to help me cut.

13

00:02:26.650 --> 00:02:39.000

The completer: They got to like pull the some of like the flesh from it, or the seeds from it, and that's something I don't usually do, just because the class is so big, and then they're like, no, it's my turn, it's my turn. So it was nice to do this year.

14

00:02:39.050 --> 00:02:58.370

The completer: They even like they were so eager they're like, can I take this piece home? Can I take these seats home? I'm like, sure. So then, after we cut that, I let it sit for a little bit, and at the afternoon in the afternoon I do baking soda, vinegar, and then green food coloring so it comes out of his mouth. So it looks like he's like, you know, vomiting, which is gross, but they think it's so funny.

15

00:02:59.930 --> 00:03:04.580

Interviewer: That's great. Oh, my gosh! Thank you for for sharing.

16

00:03:04.580 --> 00:03:05.570

The completer: Of course.

17

00:03:06.200 --> 00:03:09.890

Interviewer: How do you demonstrate that you have a positive impact

18

00:03:10.170 --> 00:03:13.259

Interviewer: on your students, learning and development?

19

00:03:13.560 --> 00:03:15.489

Interviewer: So it's a little bit of the same. But.

20

00:03:15.490 --> 00:03:29.409

The completer: I think it's also just them wanting to come to school, and even just seeing it. Sometimes I don't see it as much when they're with me like that current year. I'll see it after the fact, like

21

00:03:29.909 --> 00:03:43.330

The completer: when they come to me, and they're like you were my favorite teacher, and like, of course, kids say that to everybody. But sometimes I hope they're being genuine but also, like academically, when I see the growth they make, and

22

00:03:43.460 --> 00:04:11.329

The completer: I celebrate them, even though it's not the growth they're supposed to be making. So at this point in the year, for example, they're supposed to be reading at like an H or an I, and a lot of my students came in. Rr, so they're finally reaching A, B or C, so I'm like, that's incredible. You're reading, and sometimes they'll say to me, I can't read, and I'm like, Read this for me, and then they'll read it perfectly, and I'm like, I thought you couldn't read. So they just start laughing about it. So really, just like motivating them and encouraging them, that

23

00:04:11.680 --> 00:04:31.700

The completer: you know, they're able to do things that they think they can't. They're just like so stuck in the I can't write, I can't read. I can't do this, and I'm like, really do it for me, and then they they do so. They feel very proud of themselves. Yeah. So I just want them to like, take accountability and and see that they are progressing and they are making growth.

24

00:04:33.150 --> 00:04:40.559

Interviewer: What would you like? Give as an a piece of advice for for teachers

25

00:04:41.230 --> 00:04:46.859

Interviewer: on on that, too, about how to give their students like accountability, like.

26

00:04:48.718 --> 00:05:05.399

The completer: For one thing, you definitely have to be patient, and not only patient with the students, but patient with the parents, patient with administration. You have to give yourself grace, and not be too hard on yourself, because

27

00:05:05.420 --> 00:05:24.850

The completer: there are so many times where it's hard to be proud of your students for the growth they're making when on the opposite end from admin you're hearing, well, why are they still so low? So you have to understand that, like, you're the one in the classroom. You're seeing. The growth, not admin admin, is just looking at a bunch of data. So I think.

28

00:05:25.050 --> 00:05:33.499

The completer: being okay with, like, okay, you know what Admin may feel. Let down. And that's okay, because my students are happy and I'm proud of them.

29

00:05:35.140 --> 00:05:51.550

The completer: and then I had one more thing. I just lost that train of thought, but also just oh, you have to see what works for your students, because sometimes I've done things like data tracking charts and students don't care about it. But then there are years where they do so really, just testing out what works for students and what motivates them.

30

00:05:52.750 --> 00:05:53.600

Interviewer: Thank you.

31

00:05:55.040 --> 00:06:00.340

Interviewer: So how do you demonstrate your teaching effectiveness in the classroom?

32

00:06:02.309 --> 00:06:06.699

The completer: I just I celebrate like the littlest wins, even if it's

33

00:06:06.810 --> 00:06:26.110

The completer: depending on like I have. Throughout the years I've had very, very low students, and even if they remembered every morning, I have to put my folder in the basket, if it's taken them 3 months to understand that. And finally they do that I'm like, Oh, my God! You just remember to put your folder where it goes. So it's especially when they're little and like

34

00:06:26.260 --> 00:06:27.280

The completer: at this

35

00:06:27.360 --> 00:06:49.229

The completer: point is like, I don't know. I guess I don't know if it's just the students I work with, or in general, I feel like they're not getting that much attention at home. So it's just they go home. They sit on their ipad, they sit on their computer. So really, just celebrating every little thing they do, having conversations with them. So they like speaking and like communicating, because they're little. And of course they want

36

00:06:49.230 --> 00:07:14.179

The completer: to like talk and talk and talk your ear off so, and they may not get that at home. So really, just celebrating the little things they do, and also making achievable goals for them like knowing that. Yeah, sure, you're supposed to be reading an I. But is that going to happen? No. So my goal for you is going to be. Let's get you from an Rr to an a let's get you to remember you knew 0 sight words. Let's get you to remember 2 or 3.

37

00:07:14.180 --> 00:07:20.070

The completer: depending on who the student is. It's just setting small goals that they'll achieve.

38

00:07:21.290 --> 00:07:22.240

Interviewer: Thank you.

39

00:07:22.390 --> 00:07:28.500

Interviewer: So basically based off of the lessons that I observed you.

40

00:07:29.320 --> 00:07:32.930

Interviewer: How do you think the students did?

41

00:07:33.150 --> 00:07:44.259

Interviewer: And what do you think of the different students that were in the class? How well did they do? Just really. Where? Where are you?

42

00:07:44.400 --> 00:07:49.360

Interviewer: Where did you see that particular? Those particular lessons.

43

Written by: Marcella Mandracchia-Brasco, Ed.D. 15

00:07:49.669 --> 00:08:07.940

The completer: So usually like, I can tell right off the bat, like the students who are just gonna get it based on their participation and then students who need a little bit of help, or maybe a lot more help based on their lack of participation. Or if they do participate, then they may not give the right answer.

44

00:08:08.270 --> 00:08:24.539

The completer: so it's been pretty easy to predict, because the students have shown similar patterns like there are always going to be like 2 students who just get it like this, who I can do one model question. And they're like, All right. Can I go do it by myself now and then? I always have the students who, just

45

00:08:24.750 --> 00:08:53.540

The completer: they need me. They need help with every single question which, like other circumstances, they're supposed to get evaluated and everything. But it's really much like when we're on the carpet, for example, or we're doing it like a whole group. It's really based on participation. And then when I let them go off on by themselves, it's are they able to tell me, okay, why did you get the answer? 15. Or how did you do that? Or if I'm seeing them use the strategy. What I've noticed, too, especially in math, is like, sometimes I'll

46

00:08:53.730 --> 00:09:23.219

The completer: we'll do a specific strategy, and then some students will go off and do it, and we'll use something totally different. And it's like moments like that where I'm like, all right like. If that works for you, and the other strategy is just going to confuse you, then you do that, because at the end of the day I would rather them get it their own way than like, have me confuse them, and then I split them up into small groups like I do a lot of small group learning just in general. So usually the small groups are broken down on

47

00:09:23.520 --> 00:09:47.540

The completer: how like how much support they need. So in math. In particular. My last group is usually the one who needs the least support. So it's nice, because I've taught the whole group lesson. They'll do it by themselves, and then I can introduce other things that might be harder or review other things like money that students typically always have a hard time with. So. But then there are groups where I'm like, okay, we're going to have to break this down to a 2 day lesson.

48

00:09:48.030 --> 00:09:53.320

The completer: So it's just I use the small groups, a lot to really support where they need. 49

Written by: Marcella Mandracchia-Brasco, Ed.D. 16

00:09:55.270 --> 00:10:02.629

Interviewer: So just to go into this a little bit more in detail. What do you think

50

00:10:02.980 --> 00:10:10.600

Interviewer: is really the strengths and the struggles for this particular group of students that you have.

51

00:10:13.020 --> 00:10:38.320

The completer: I think the strengths is, they're definitely for the most part, they're eager to learn. They all really want to. And I've had years where students just truly don't care. But this year they all seem to be really trying, and I think that they're all. Another thing is, they make mistakes, and they're like, Oh, man! Like they brush it off, they don't really get upset by it.

52

00:10:38.780 --> 00:10:43.680

The completer: Another thing is, I do a lot of like Tpr. With them, especially with foundations.

53

00:10:43.810 --> 00:11:02.229

The completer: So this year in particular, they picked that up pretty well. They're like we're doing glued sounds right now, for example. So if I'm like ng, ing like ring they immediately they're like, Oh, I know that one that's lng, whereas other years they're like A and G like the Tpr. Doesn't really help them. But with this group it does.

54

00:11:02.748 --> 00:11:13.900

The completer: I think weaknesses are really just like parental support, and that they're not making as much progress as they could be if they had the support at home.

55

00:11:14.179 --> 00:11:38.600

The completer: Like this year, I feel like it is the year that I've done the most support that I could do for them like at home, like, I put videos on Google classroom. I've been sending home like sight word flashcards, and I know a lot of parents are like, well, I don't know English. So I'm like, well, it's on Google classroom, like, I've recorded literally the same site words that are on there like flashcards. I send home books every year, but I'm sending more now this year because I have less students.

56

00:11:38.750 --> 00:11:54.350

The completer: and they're just like not taking advantage of that at home. So then, when they come into parent teacher conferences, or then when I make phone calls, they're like, All right.

Written by: Marcella Mandracchia-Brasco, Ed.D. 17

Well, what can I do. And I'm like, Well, here's a bunch of stuff you should already be doing, are you? And they're like, No.

57

00:11:54.804 --> 00:12:14.129

The completer: so I think really, the parent support is just getting weaker and weaker every year, and I think that the students would be making a lot more progress if it wasn't for that. I have a couple of students who have difficulty retaining topics. But then those are now just Rti cases.

58

00:12:17.400 --> 00:12:22.680

Interviewer: Thank you. So what do you really think would be your next steps?

59

00:12:24.300 --> 00:12:30.930

Interviewer: Based off of like these different analyses that you have been doing, and what you've been talking about

60

00:12:31.220 --> 00:12:33.410

Interviewer: to help your students.

61

00:12:34.137 --> 00:13:01.832

The completer: I think right now one of my main goals is trying to get them to pick up more English. So most of my instruction currently is like in English. Even if they say something to me in Spanish, I'll be like, can you say that again in English, because a lot of them are able to do it, and they just choose not to, because they're like you speak Spanish like you'll understand me, but they have the nicest law coming soon. So I really want them to be prepared for that and

62

00:13:03.530 --> 00:13:23.150

The completer: and with the Nicesol like that depends on where they get placed next year. So especially after what happened last year with their placements, I just want them to be prepared in case they do go off into a Gen. Ed setting where the teacher doesn't speak any Spanish, and they can't really resort to that as an option. So I want them to be prepared to be able to kind of like

63

00:13:23.150 --> 00:13:36.550

The completer: advocate for themselves, even if it's just using the bathroom, or I need to sharpen my pencil. So that's really my main goal right now is trying to get them to pick up more Spanish in terms of like academics math.

Written by: Marcella Mandracchia-Brasco, Ed.D. 18

64

00:13:36.560 --> 00:13:43.199

The completer: Most of them are pretty good with math. I've had a couple of newcomers that they're just. They're slowly picking it up

65

00:13:43.200 --> 00:14:08.300

The completer: and then just more focus on the reading. I think now that a lot of them are now reading and no longer are, they can hopefully pick things up more. But I think a lot of that also comes with the picking up more English, and like knowing the vocabulary so that they can memorize a pattern in the book. But then, when the word changes, if they don't know what that new word is because of vocabulary. No amount of tapping our looking at the picture will really help them.

66

00:14:11.960 --> 00:14:18.129

Interviewer: Alright. Thank you so so much. Are there any other comments?

67

00:14:18.854 --> 00:14:28.669

Interviewer: Thoughts, anything that you would like to share about how Adelphi helped you

68

00:14:29.148 --> 00:14:32.100

Interviewer: to grow into the teacher that you are.

69

00:14:33.130 --> 00:14:56.670

The completer: I think that I mean I love Adelphi, and I preach to everybody. Go panthers like I love that place so much, but I think it's also just that. I don't want to say that I was like kind of thrown into the classrooms, but I think that starting observations early, I think I want to say. It was probably my sophomore year that I started observations or Sophomore Junior. I think that

70

00:14:56.800 --> 00:15:23.049

The completer: because of the classes and the professors I was able to start observations or just feel like I could jump in. I know that technically as an observer, you're like sitting there just observing. But I was ready. I asked the teacher like, Do you need me to do anything? Do a small group do whatever you need, and I just felt that confidence early on, even just like what we were learning like, I have a friend currently who's at a different program in a different school. And

71

Written by: Marcella Mandracchia-Brasco, Ed.D. 19

00:15:23.050 --> 00:15:29.079

The completer: at this point. I feel like she should know what a running record is. And she was like, what's a running record. And I was like, Oh, girl.

72

00:15:29.080 --> 00:15:47.789

The completer: maybe rethink your program, because I even had that in class like before, I was even

exposed to that during observations or student teaching, my professor already had us doing running records on each other as examples, and learning all these like acronyms and everything we needed to do. So

73

00:15:47.840 --> 00:15:51.319

The completer: I just felt like well prepared going into it.

74

00:15:51.400 --> 00:16:18.879

The completer: And then, when I started my student teaching, I loved the Residency option. So that's what I saw. I was student teaching like all year, and I always say to this day. That's the reason why I ended up in Freeport. That's how I got my job, because I was a resident in Freeport that whole year, and it allowed me to make connections and to show like what I knew. And yeah, and I feel like, that's how I really ended up with a job. Luckily, like straight out of graduation.

75

00:16:21.790 --> 00:16:23.970

Interviewer: Thank you so much, The completer.

76

00:16:24.130 --> 00:16:30.930

Interviewer: I told you that I wouldn't keep you this long, and we have actually finished all of our questions.

77

00:16:30.930 --> 00:16:31.630

The completer: Okay.

78

00:16:31.810 --> 00:16:36.600

Interviewer: So if there's anything else I need, I will definitely let you know.

79

00:16:37.780 --> 00:16:45.410

Written by: Marcella Mandracchia-Brasco, Ed.D. 20

Interviewer: Thank you. Thank you so much, and I'm so happy that you were the 1st interview I had, and the 1st observation I had, because

80

00:16:46.500 --> 00:16:49.380

Interviewer: I don't know what I would have done without you.

81

00:16:49.520 --> 00:16:50.260

The completer: Oh!

82

00:16:52.062 --> 00:16:57.220

Interviewer: Like, I said. I'll I'll get to you any of the paperwork that I need for

83

00:16:57.320 --> 00:17:03.789

Interviewer: the Amazon gift card. But thank you so so much, and have a really great break.

84

00:17:03.790 --> 00:17:13.669

The completer: Thank you so much, and thank you for allowing me to take part in this. I love Adelphi so anytime I can help, or anything. You know where to find me.

85

00:17:13.670 --> 00:17:16.950

Interviewer: Oh, I definitely will. I'm gonna put you at the top of the list.

86

00:17:16.950 --> 00:17:18.056

The completer: Please, do.

87

00:17:19.230 --> 00:17:20.900

Interviewer: Alright, The completer, you take care.

88

00:17:20.900 --> 00:17:23.029

The completer: Bye, you, too. Thank you.

Appendices D

Blank Work Samples and Classroom

Written by: Marcella Mandracchia-Brasco, Ed.D. 21

Read Aloud Activity



Center #1 - "I have a snowman." Activity



Center #2 - "I can label." Activity



Appendices E

New York State Report Card

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE The completer

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	175	128.9	3
	Math	175	186.9	
	Combined	350	157.9	
Asian or Native Hawaiian/Other Pacific Islander	ELA	4	—	—
	Math	4	—	

	Combined	8	—	
Black or African American	ELA	33	134.8	3
	Math	34	179.4	
	Combined	67	157.5	
Hispanic or Latino	ELA	135	123.7	3

	Math	134	186.9	
	Combined	269	155.2	
Multiracial	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
White	ELA	1	—	—
	Math	1	—	
	Combined	2	—	

English Language Learner	ELA	70	110	4
	Math	71	183.8	
	Combined	141	147.2	
Students with Disabilities	ELA	16	87.5	4
	Math	17	135.3	
	Combined	33	112.1	
Economically Disadvantaged	ELA	134	120.9	4
	Math	134	184.7	
	Combined	268	152.8	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
----------	----------------	-----------	---------------	---------------	-------

All Students	132	47%	58%	1.2	3
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—

Black or African American	2	—	—	—	—
Hispanic or Latino	128	46%	59%	1.3	4
White	1	—	—	—	—
English Language Learner	132	47%	58%	1.2	3
Students with Disabilities	20	—	—	—	—
Economically Disadvantaged	112	46%	57%	1.2	3

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	50	4	8%	1	0	0%
THIS DISTRICT	527	40	8%	8	2	25%

STATEWIDE	215,701	40,882	19%	5,023	1,789	36%
STATEWIDE HIGH POVERTY SCHOOLS	48,060	12,707	26%	1,254	512	41%
STATEWIDE	63,145	8,190	13%	1,229	344	28%

LOW POVERTY SCHOOLS						
------------------------	--	--	--	--	--	--

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	46	0	0%
THIS DISTRICT	491	0	0%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%