



AAQEP Annual Report for 2022

Provider/Program Name:	Syracuse University Unit for Preparing School Professionals
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	2027

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Syracuse University is a private, not-for-profit institution with an inclusive and diverse campus community that is characteristic of its urban setting in the geographic center of New York State—a location that holds a remarkable place in American history.

The mission of the Syracuse University School of Education is to prepare thoughtful and socially just leaders who bridge scholarship and practice. Through collaborative partnerships and multifaceted inclusive approaches, we enhance student learning and success, physical activity and health, and mental health and wellbeing across communities.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://soe.syr.edu/wp-content/uploads/2022-AAQEP-Annual-Report.pdf>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2021-2022

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/22)	Number of Completers in most recently completed academic year (12 months ending 08/22)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts	Visual Arts Initial Certification	10	4
	English Grades 7-12 Initial Certification	21	3
	Mathematics Education Grades 7-12 Initial Certification	18	4
	Biology Grades 7-12 Initial Certification	2	1
	Chemistry Grades 7-12 Initial Certification	1	0
	Earth Grades 7-12 Initial Certification	4	1
	Physics Grades 7-12 Initial Certification	1	0
	Social Studies Grades 7-12 Initial Certification	35	3
	Spanish Grades 7-12 Initial Certification	5	1

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/22)	Number of Completers in most recently completed academic year (12 months ending 08/22)
Bachelor of Science	Health Education Initial Certification	15	3
	Physical Education Initial Certification	7	0
	Early Childhood Birth to Grade 2 Initial	32	13
	Special Education Birth to Grade 2 Initial	32	13
	Childhood Education Grades 1-6 Initial Certification	115	27
	Special Education Grades 1-6 Initial Certification	115	27
	Mathematics Education Grades 7-12 Initial Certification	2	0
Bachelor of Music	Music Education Initial Certification	45	11
Master of Science in Teaching	Visual Arts Initial Certification	3	2
	Childhood Education Grades 1-6 Initial Certification	5	0
	Early Childhood Birth to Grade 2 Initial	14	11
	Special Education Birth to Grade 2 Initial Certification	14	11
	English Grades 7-12 Initial Certification	3	3
	Students with Disabilities Grades 7-12 Initial Certification	9	5

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/22)	Number of Completers in most recently completed academic year (12 months ending 08/22)
	Mathematics Grades 7-12 Initial Certification	0	0
	Music Education Initial Certification	5	2
	Biology Grades 7-12 Initial Certification	1	1
	Chemistry Grades 7-12 Initial Certification	0	0
	Earth Grades 7-12 Initial Certification	0	0
	Physics Grades 7-12 Initial Certification	0	0
	Social Studies Grades 7-12 Initial Certification	2	2
	English to Speakers of Other Languages Initial Certification	7	5
Total for programs that lead to initial credentials		523	153
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Masters of Science in Teaching	Visual Arts Professional Certificate	1	0
	Severe/Multiple Disabilities Annotation Professional Certificate	1	0
	Special Education Grades 1-6 Professional Certificate	1	1
	Literacy (Birth-Grade 6) Initial Certification/Professional Certificate	24	12

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/22)	Number of Completers in most recently completed academic year (12 months ending 08/22)
	Literacy (Grades 5-12) Initial Certification/ Professional Certificate	24	12
	Music Education Professional Certificate	3	1
	English to Speakers of Other Languages Professional Certificate	2	0
Masters of Music	Music Education Professional Certificate	8	7
Total for programs that lead to additional/advanced credentials		64	21
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Certificate of Advanced Study in Educational Leadership	School Building Leader Professional Certificate	68	11
	School District Leader Professional Certificate	68	11
Total for additional programs		136	22
TOTAL enrollment and productivity for all programs		723	208
Unduplicated total of all program candidates and completers		470	134

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

The Childhood Education Grades 1-6 Master’s program in initial certification, whose admissions had been suspended since 2015, was revived and accepted students to the program in the summer of 2022.

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

<p>A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.</p>
470
<p>B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.</p>
134
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>
Of the AY2022 completers, there were 136 completed recommendations made for certification or endorsement.
<p>D. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe and in 1.5 times the expected timeframe.</p>
<p>Expected Completion Time: an average of 80% for graduate programs 1.5 times the expected Completion Time: an average of 12% for graduate programs Expected Completion Time: an average of 78% for undergraduate programs 1.5 times the expected Completion Time: an average of 3% for undergraduate programs</p>
<p>E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.</p>
<p>In AY2022, 106 completers took one or more certification exam. Of the twenty-four (24) different certification exams that completers took, the pass rate for 19 exams was 100%, with the exception of five (5) exams with pass rates noted: (1) Educating All Students (99%), (2) Multi-Subject Birth-Grade 2 (98%), (3) Multi-Subject Grades 1-6 (89%), (4) Students with Disabilities (94%),</p>

and (5) Health Exam (75%). The State's cut off for AY2022 reporting is August 31. Candidates who do not pass one or more of their certification exams attempt the exams again and are successful. Where students' NYS teacher certification requires passing these exams, we are confident that these candidates will continue through this fall and successfully complete the exams. Individual certification exam pass rate for AY2022 completers can be accessed at: <https://soe.syr.edu/about/accreditation/teacher-prep-data/>

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

In AY2022, we conducted three (3) alumni surveys focusing on Learning Environments, Impacting Student Learning, and Engaging Challenging Instruction, soliciting input from alumni from AY2018 through AY2021. The average response rate for each survey was 8% (13%, 8%, 4%). The responses from the students are overwhelmingly positive and the feedback is rich. We plan to continue with the surveys in AY2023 focusing on more recent alumni and addressing more diverse topics aligned to AAQEP Standards and aspects. Additionally, we have started asking alumni to provide a more recent email as graduates tend not to access their school email address (syr.edu), which is where we currently distribute the current surveys.

Additionally, we conduct an annual Exit Survey that focuses on nine distinct facets of teacher preparation programs to gauge candidates' perspective on how well prepared they felt to enter the field/classroom. In AY2022, 39% graduates (n=48) completed the survey with an aggregate average rating of 4.13 (rating scale is a five point Likert scale).

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

Currently, New York State Education Department does not have a tracking system that can inform institutions of higher education where students go after completion of their teacher preparation/educational leadership program. This has been an ongoing issue for New York State institutions that prepare these candidates for the K-12 environment. As such, we are reliant on our alumni to inform us of their employment location so that we can reach out to the respective building principals and district superintendents. In the past when conducting our traditional Alumni Survey, we asked our alumni to share a link that we provided to them with a supervisor or colleague so we could survey them for information about how they viewed the preparation of our alumni. This approach produced zero respondents.

As we move forward with the reorganization of the leadership and program structure of the Unit, which includes the hiring of a Director of Teacher Preparation and Undergraduate Studies, this will be a project for discussion in AY2023. We are also exploring the adoption of Tevera, an online system for tracking field/clinical data to which our graduates would have lifetime access. This system requires users to update their profiles post-graduation with a commercial address, which would also better facilitate alumni tracking.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

The School of Education (SOE) conducts a survey of all graduating undergraduates at the end of each academic year. In AY2022, SOE's placement rate was 98% (51% were entering graduate school and 47% had secured employment). These data reflect aggregate data for all the SOE undergraduate programs, which includes one non-certification program.

Additionally, of the 63 Teacher Preparation Master's and/or Educational Leadership CAS students graduating in AY2022, 34 or 55% responded to our Program Coordinators' request for employment information. Twenty-nine candidates were employed as PK-12 teachers, school building administrators, or district administrators, two pursued doctoral study, one took a job outside of teaching, and two remained unemployed. The Unit hopes to implement a plan to be able to better track graduates as they go into the field.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Content Specialty Tests (1a)	Candidates will pass their Content Specialty Test(s) to obtain New York State Teacher Certification in their content area.	<p>In AY2022, eighty-five candidates completed twelve different Content Specialty Tests with an aggregate pass rate of 95% (4 failed).</p> <p>For the Multi-Subject Exam, thirty-nine candidates completed at least one of the three parts of the exams. Of the thirty-nine candidates who completed 103 parts of the exam, the aggregate pass rate was 95%, with three candidates failing one or more parts of the exam.</p>

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Educating All Students Certification Exam (1b, c, e)	Candidates will pass the Educating All Students Certification Exam to obtain New York State Teacher Certification in their content area.	In AY2022, 107 candidates completed the Educating All Students Exam with a pass rate of 99% (1 failed).
Field Supervisor End of Placement Evaluation (1a-f)	Candidates will receive a preponderance of Field Supervisor ratings of “3” or Effective during their final student teaching experience. This will demonstrate Candidates’ level of teacher preparedness in their content area and readiness to go into the classroom. It should be noted that faculty assess candidates in their final student teaching experience using the New York State Union of Teachers rubric, a rubric used for in-service teachers. As such, our success indicator is a high bar, although the majority of our students achieve it.	In AY2022, sixty-four candidates were evaluated by Field Supervisors in an End of Placement Evaluation. Of these students, 45% received a rating of “3” or Effective, and 53% received ratings of “4” or Highly Effective, indicating that our candidates are demonstrating competence across all New York State Teaching Standards and readiness to go into the classroom. Four candidates (2% of overall ratings) received ratings of “2” or Developing on one or more standard, and the comments provided were clear and informative.
Cooperating Teacher End of Placement Evaluation (1a-f)	Candidates will receive a preponderance of Cooperating Teacher ratings of “3” or Effective during their final student teaching experience. This will demonstrate Candidates’ level of teacher preparedness in their content area and readiness to go into the classroom. It should be noted that cooperating teachers assess candidates in their final student teaching experience using the New York State Union of Teachers rubric, a rubric used for in-service teachers. As such, our success indicator is a high bar, although the majority of our students achieve it.	In AY2022, seventy-one candidates were evaluated by Field Supervisors in an End of Placement Evaluation. Of these students, 44% received a rating of “3” or Effective, and 52% received ratings of “4” or Highly Effective indicating that our candidates are demonstrating competence across all New York State Teaching Standards and readiness to go into the classroom. Ten candidates (4% of overall ratings) received ratings of “2” or Developing on one or more standard.

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Exit Survey (1a-f)	This Exit Survey is made available to Candidates during the final year of their teacher preparation program. Candidates are asked to complete the Survey as they prepare to graduate from their program of study. The success indicator of this survey is an aggregate rating of 3.80 on each subsection, and an overall aggregate rating of 4.00.	Of 123 candidates graduating from their teacher preparation program in AY2022 (Ed Leadership candidates do not complete this survey), 39% (n=48) completed the Exit Survey. The success indicator of this survey is an aggregate rating of 3.80 on each subsection, and an overall aggregate rating of 4.00. Of responses aligned to AAQEP Standard 1 (aspect 1.a-1.f), the aggregate of individual subareas aligned to standard 1 had an average of 3.98 (SD .19) or greater, with an overall aggregate of 4.13 (SD: .13). These ratings demonstrate that candidates left their teacher preparation program with the knowledge to perform as professional educators with the capacity to support success for all learners.
Pulse Survey (1,a,d,e)	These periodic surveys solicit feedback from the three most recent graduation years. We seek alumni feedback on their level of preparedness when they entered the field of teaching. Each survey focuses on a specific competency. The surveys distributed in AY2022 focused on: (1) Learners; learning theory, including social, emotional, and academic dimensions (1c); (2) Assessment of and for student learning, assessment and data literacy, and use of data to inform practice (1d); and (3) Creation and development of positive learning environments (1e).	<p>Three PULSE surveys were distributed to alumni in AY2022. Each survey addressed specific AAQEP Standard 1 aspects, including (1) Implementing Instruction that Engages and Challenges all Students (1.a) with a response rate of 8%, (2) Impact on Student Learning (1.d) with a response rate of 4%, and (3) Ensuring a Positive and Supportive Learning Environment Inclusive of all Students (1.e) with a response rate of 13%.</p> <p>Alumni responded to a rating system of (i) Well Prepared (4), (ii) Prepared (iii), Somewhat Prepared (2), and (iv) Not Well Prepared (1).</p> <p>For the survey addressing aspect 1.a, alumni were asked fourteen questions with an overall average rating of 3.24 (SD .12).</p> <p>For the survey addressing aspect 1.d, alumni were asked fourteen questions and the overall average rating of 3.25 (SD .20).</p>

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
		<p>For the survey addressing aspect 1.e, candidates were asked thirteen questions and the overall average rating was 3.13 (SD .17)</p> <p>For both surveys, responses were overwhelmingly positive, and the feedback is rich. We plan to continue with the surveys in AY2023 focusing on more recent alumni, as graduates tend not to access their school email address (syr.edu), which is where the surveys are sent. Additionally, we plan to distribute new Pulse surveys in AY2023 focusing on teaching in diverse settings and diverse learners. Finally, we have added a question at the end of the survey requesting that completers provide a more permanent email contact address.</p>
Dispositions (1f)	Both Field Supervisors and Cooperating Teachers rate their candidates demonstration of Dispositions at the end of their Student Teaching Experience. Additionally, Candidates are asked to complete Self-Assessments, though this is not a program requirement. The success criteria for disposition ratings from Field Supervisors and Cooperating Teachers is a preponderance of “3” (Effective). When a candidate is assessed with a rating of lower than 3 (1-Ineffective; 2-Developing), the observer is required to provide a narrative describing the candidate’s performance.	<p>Secondary/K-12 Candidates:</p> <p>Thirty-Four (34) candidates were assessed by Field Supervisors in their final student teaching experience on dispositions. All candidates were assessed as Effective or Highly Effective, except for two candidates who received ratings of Developing (2) on Disposition 1 (Commitment to Development of Professional Maturity). Both students received comments noting the growth each student has demonstrated, especially in their interactions with students, cooperating teachers, and supervisors.</p>

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
		<p>Forty-One (41) candidates were assessed by Cooperating Teachers in their final student teaching experience on dispositions. All candidates were assessed as Effective or Highly Effective, except for one student who received ratings of Developing (2) on Disposition 1 (Commitment to Development of Professional Maturity), 2 (Commitment to One’s Own Professional Growth and Accountability) and 5 (Commitment to Professional Ethics and Integrity, Professional Standards of Practice, and the Profession At-Large). This candidate’s improvement needs were delineated by their program faculty in a mid-semester letter, with accompanying supports. The faculty judged that adequate progress had been made in these areas by semester’s end to warrant graduation but documented summative 2 ratings to call out a need for continued improvement as the candidate entered the profession.</p> <p>Special Education UG. Twenty-Six (26) candidates (IESE (22) and IECSE (4)) were assessed by Field Supervisors during their final Student Teaching Experience. All candidates were assessed as Effective or Highly Effective, except for one (1) student who received ratings of Developing (2) on Disposition 2 (Commitment to One’s Own Professional Growth and Accountability). The Field Supervisor shared that this candidate needed to improve her confidence and willingness to look at the manual guidelines, scripted programs, and develop a can-do attitude. Further, these candidates were also assessed by their Cooperating Teachers on dispositions, and all received ratings of Effective or Highly Effective.</p> <p>Overall Candidates demonstrate a strong understanding and performance of teacher dispositions and readiness to go into the classroom.</p>

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Educating All Students Certification Exam (2a,b,c,e,f)	Candidates will pass the Educating All Students Certification Exam to obtain New York State Teacher Certification in their content area. The EAS This will demonstrate Candidates’ level of teacher preparedness in their content area and readiness to go into the classroom. Candidates are assessed and rated on the following:	In AY2022, 107 candidates completed the Educating All Students Exam with a pass rate of 99% (1 failed).
Field Supervisor End of Placement Evaluation (2a,b,c,e,f)	Candidates will receive a preponderance of Field Supervisor ratings of “3” or Effective during their final student teaching experience. This will demonstrate Candidates’ level of teacher preparedness in their content area and readiness to go into the classroom. This will demonstrate Candidates’ level of teacher preparedness in their content area and readiness to go into the classroom. It should be noted that faculty assess candidates in their final student teaching experience using the New York State Union of Teachers rubric, a rubric used for in-service teachers. As such, our success indicator is a high bar that we fully believe our students can achieve. This stated, it is not uncommon for a student to receive a rating of 2 (Developing) as, at this juncture of their program, they are truly developing their craft.	In AY2022, sixty-four candidates were evaluated by Field Supervisors in an End of Placement Evaluation. Of these students, 45% received a rating of “3” or Effective, and 53% received ratings of “4” or Highly Effective indicating that our candidates are demonstrating competence across all New York State Teaching Standards and readiness to go into the classroom. Four (4) candidates (2% of overall ratings) received ratings of “2” or Developing on one or more standard, and the comments provided were clear and informative.

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Cooperating Teacher End of Placement Evaluation (2a,b,c,e,f)	This assessment is administered in the students final student teaching experience. The success criteria for this assessment is candidates will receive a preponderance of Cooperating Teacher ratings of “3” or Effective during their final student teaching experience. This will demonstrate Candidates’ level of teacher preparedness in their content area and readiness to go into the classroom. It should be noted that cooperating teachers assess candidates in their final student teaching experience using the New York State Union of Teachers rubric, a rubric used for in-service teachers. As such, our success indicator is a high bar that we fully believe our students can achieve. This stated, it is not uncommon for a student to receive a rating of 2 (Developing) as, at this juncture of their program, they are truly developing their craft.	In AY2022, seventy-one candidates were evaluated by Field Supervisors in an End of Placement Evaluation. Of these students, 44% received a rating of “3” or Effective, and 52% received ratings of “4” or Highly Effective indicating that our candidates are demonstrating competence across all New York State Teaching Standards and readiness to go into the classroom. Ten (10) candidates (4% of overall ratings) received ratings of “2” or Developing on one or more standard.
Exit Survey (2.e,f)	This Exit Survey is made available to Candidates during the final year of their teacher preparation program. Candidates are asked to complete the Survey available to them as they prepare to graduate from their program of study.	Of 123 candidates graduating from their teacher preparation program in AY2022 (39% (n=48) completed the Exit Survey. The success indicator of this survey is an aggregate rating of 3.80 on each subsection, and an overall aggregate rating of 4.00. Of responses aligned to AAQEP Standard 2 (aspect 2.e,f), the aggregate of individual subareas aligned to standard 2 had an average of 4.23 (SD .19) or greater, with an overall aggregate of 4.13 (SD:.19). These ratings demonstrate that candidates left their teacher preparation program with (i) the desire to be a self-disciplined, self-directed continuous learner, and reflective practitioner, (ii) to understand the importance of fostering

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
		relationship with colleagues and the community, (iii) to work collaboratively with all stakeholders in the school and the community, and (iv) to actively seek out opportunities to grow professionally.
Pulse Survey (2c,f)	These periodic alumni surveys are intended to request candidate opinion on their level of preparedness to enter the field of teaching on the respective competency covered by the survey and to also solicit comments, feedback, and suggestions on the teacher preparation program(s) they took at Syracuse University. Candidates are also asked to share their strategies used in the classroom on the various topics covered in the Survey. In AY2022, three surveys were distributed to Candidates covering	<p>The PULSE survey, Ensuring a Positive and Supportive Learning Environment Inclusive of all Students, also addresses aspect 2.c with a response rate of 13%). Alumni respondents provided an overall average rating of 3.13 (SD .17).</p> <p>As referenced above, we plan to continue with the surveys in AY2023 focusing on more recent alumni, as graduates tend not to access their school email address (syr.edu) which is where the surveys are sent. Additionally, we plan to distribute new Pulse surveys in AY2023 focusing on teaching in diverse settings and diverse learners. Finally, we have added a question at the end of the survey requesting that completers provide a more permanent email contact address.</p>

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

The unit's most significant accomplishment of the past year was to submit a School-wide redesign proposal to provost and vice chancellor Gretchen Ritter that reflected a multi-year, internally led effort, catalyzed by a call to action by a collective of the School's Black faculty. The proposal focused on redesigning School structures, actions, and messages to promote 1) greater appeal for students whose interests align with our areas of distinction, 2) increased commitment to antiracism and inclusion, 3) greater efficiency to create new bandwidth for faculty and staff to innovate, and a 4) stronger commitment to fiscal sustainability.

More specifically, it called for the following actions:

- de-departmentalize, adopting new School-wide leadership and governance structures.
- develop and sunset academic programs and allocate resources in ways that better balance its historical foci with other crucial and evolving areas in the field of education.
- develop a shared and signature-focused approach to doctoral studies that addresses existing and emerging specializations.
- develop mechanisms to strengthen the connections between SOE centers and the teaching, learning, and scholarship taking place in its academic programs.
- assess, intentionally and continuously, SOE's structures, policies, practices, and messages as they affect the School's ability to respond to demands for greater coherence, deliberate attention to social justice, and a sense of belonging for all.

A resolution summarizing these directions was endorsed in October 2022 by 91% (58/64) of the voting members of the School of Education Assembly, the School's governing body including all full-time faculty as well as staff and student representatives. Implementation and assessment plans are being folded into the University-wide strategic plan process, which began this fall.