



AAQEP Annual Report for 2023

Provider/Program Name:	Syracuse University Unit for Preparing School Professionals
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	2028

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/2023-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 2022-2023

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 08/23)	Number of Completers in most recently completed academic year (12 months ending 08/23)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts	Visual Arts Initial Certification	15	3
	English Grades 7-12 Initial Certification	27	3
	Mathematics Education Grades 7-12 Initial Certification	15	3
	Biology Grades 7-12 Initial Certification	4	0
	Chemistry Grades 7-12 Initial Certification	1	0
	Earth Grades 7-12 Initial Certification	1	0
	Physics Grades 7-12 Initial Certification	1	0
	Social Studies Grades 7-12 Initial Certification	32	9
	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 08/23)	Number of Completers in most recently completed academic year (12 months ending 08/23)
Bachelor of Science	Health Education Initial Certification	12	3
	Physical Education Initial Certification	15	4
	Early Childhood Birth to Grade 2 Initial	19	5
	Special Education Birth to Grade 2 Initial	19	5
	Childhood Education Grades 1-6 Initial Certification	110	22
	Special Education Grades 1-6 Initial Certification	110	22
	Mathematics Education Grades 7-12 Initial Certification	0	0
Bachelor of Music	Music Education Initial Certification	37	13
	Visual Arts Initial Certification	3	0
	Childhood Education Grades 1-6 Initial Certification	4	4
Master of Science in Teaching	Early Childhood Birth to Grade 2 Initial	7	5
	Special Education Birth to Grade 2 Initial Certification	7	5
	English Grades 7-12 Initial Certification	2	3
	Students with Disabilities Grades 7-12 Initial Certification	6	2

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 08/23)	Number of Completers in most recently completed academic year (12 months ending 08/23)
	Mathematics Grades 7-12 Initial Certification	4	4
	Music Education Initial Certification	5	2
	Biology Grades 7-12 Initial Certification	10	8
	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	7	4
	English to Speakers of Other Languages Initial Certification	3	1
Total for programs that lead to initial credentials		481	131
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Science in Teaching	Visual Arts Professional Certificate	1	0
	Severe/Multiple Disabilities Annotation Professional Certificate	4	4
	Special Education Grades 1-6 Professional Certificate	0	0
	Literacy (Birth-Grade 6) Initial Certification/Professional Certificate	23	14
	Literacy (Grades 5-12) Initial Certification/Professional Certificate	23	14

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 08/23)	Number of Completers in most recently completed academic year (12 months ending 08/23)
	Music Education Professional Certificate	6	6
	English to Speakers of Other Languages Professional Certificate	1	0
Total for programs that lead to additional/advanced credentials		58	38
<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	65	19
	School District Leader Professional Certificate	60	19
Total for additional programs		125	38
TOTAL enrollment and productivity for all programs		664	207
Unduplicated total of all program candidates and completers		442	142

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 Syracuse University School of Education (the “School”) is in the process of a significant program and structural reorganization. We are in the first year of the new structure and have ceased enrollment for the following programs effective fall 2023:

- Arts Education (PreK-Grade 12) BFA
- Physical Education (PreK-Grade 12) BS

Health and Physical Education (PreK-Grade 12) BS
 Inclusive Early Childhood Special Education (Birth-Grade 2) BS
 Spanish Education (Grades 7-12) BS
 Arts Education Professional Certificate MS
 Music Education Professional Certificate MS
 Inclusive Special Education, Severe/Multiple Disabilities MS
 TELL English Language Learners Initial Certification MS
 Teaching English Language Learners Professional Certificate MS

The School has further made the decision to close these programs once all students have completed and/or withdrawn from the program. The School will continue to collect and report data for these students and the respective programs through closure.

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

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.
442
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.
147
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
Of the AY2023 completers, there were 48 completed recommendations made for certification or endorsement.

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.

Expected Completion Time: an average of 66% for graduate programs (58 of 88)

1.5 times the expected Completion Time: an average of 10% for graduate programs (9 of 88)

Twelve (12) graduate candidates were enrolled in their respective program on a part-time basis; of the twelve (12), seven (7) were matriculated in the Educational Leadership program, with candidates paying for their program with remitted tuition benefits provided by the school district with whom they are employed. As such, it is not uncommon for candidates in this program to wait for remitted tuition benefits to be made available to them by their district, thereby extending their time to complete.

Expected Completion Time: an average of 89% for undergraduate programs (56 of 63)

1.5 times the expected Completion Time: an average of 11% for undergraduate programs (7 of 63)

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%.

In AY2023, 67 completers took one or more certification exam. Of the twenty-five (25) different certification exams that completers took, the pass rate for all exams was 100%. The State's cut off for AY2023 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 AY2023 completers can 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 AY2023, we conducted 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 AY2023, 27% graduates (n=39) completed the survey with an aggregate average rating of 4.317 (rating scale is a five-point Likert scale).

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

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.

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.

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.	Of sixty-five (65) active candidates and completers, 100% successfully passed all of the New York State Content Specialty Tests.

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.	Of Eighty-Two (82) active candidates and completers, 100% successfully passed the Educating All Students Exam.
Field Supervisor End of Placement Evaluation (1a-f)	<p>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.</p> <p>It should be noted that since AY2021, the programs have been collecting data using the New York State Teaching Standards at the holistic Standard level. As such, the data analysis for both AAQEP Standard 1 and Standard 2 will be the same as we are unable to explain the standard subarea nuances. This was enacted to streamline data collection while the School returned to post-COVID practices and prepared for/implemented its organizational and programmatic restructuring</p>	<p>Eighty-six (86) candidates were evaluated by Field Supervisors in an End of Placement Evaluation. Of these students, 60% received ratings of “3” or Effective on one or more standard, and 35% received ratings of “4” or Highly Effective on one or more standard, indicating that our candidates are demonstrating competence across all New York State Teaching Standards and readiness to go into the classroom. Four percent (5%) of candidates received one or more rating of “2” or Developing on one or more standard, and the comments provided were clear and informative. 56% of the ratings of Developing were aligned with Standard III (22%) and Standard V (78%). The common theme of comments for Standard III included broadening instructional strategies and incorporating greater differentiation in instruction. The common theme of comments for Standard V included aligning assessment to learning goals, incorporating more formal assessments and assessment strategies and/or more frequent implementation of assessment. Of the students who received ratings of Developing, none were deemed to be low performers, and all graduated from their programs.</p>

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Cooperating Teacher End of Placement Evaluation (1a-f)	<p>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 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.</p> <p>It should be noted that since AY2021, the programs have been collecting data using the New York State Teaching Standards at the holistic Standard level. As such, the data analysis for both AAQEP Standard 1 and Standard 2 will be the same as we are unable to explain the standard subarea nuances. This was enacted to streamline data collection while the School returned to post-COVID practices and prepared for/implemented its organizational and programmatic restructuring.</p>	<p>Seventy-five (75) candidates were evaluated by Cooperating Teachers in an End of Placement Evaluation. Of these students, 45% received ratings of “3” or Effective on one or more standard, and 51% received ratings of “4” or Highly Effective on one or more standard, indicating that our candidates are demonstrating competence across all New York State Teaching Standards and readiness to go into the classroom. Four percent (4%) (ten candidates) received one or more rating of “2” or Developing on one or more standard, and the comments provided were clear and informative. The ratings of Developing were evenly distributed across all of the standards and none of the students who received ratings of Developing were deemed to be low performers; all graduated from their programs.</p>

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 128 candidates graduating from their teacher preparation program in AY2023 (Ed Leadership candidates do not complete this survey), 31% (n=41) 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 4.32 (SD .22), with an overall aggregate average of 4.37 (SD: .169). 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.

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 will demonstrate Candidates' level of teacher preparedness in their content area and readiness to go into the classroom.	Of Eighty-Two (82) active candidates and completers, 100% successfully passed the Educating All Students Exam.

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
<p>Field Supervisor End of Placement Evaluation (2a.b.c.e.f)</p>	<p>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.</p> <p>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.</p>	<p>Eighty-six (86) candidates were evaluated by Field Supervisors in an End of Placement Evaluation. Of these students, 60% received ratings of “3” or Effective on one or more standard, and 35% received ratings of “4” or Highly Effective on one or more standard, indicating that our candidates are demonstrating competence across all New York State Teaching Standards and readiness to go into the classroom. Four percent (5%) of candidates received one or more rating of “2” or Developing on one or more standard, and the comments provided were clear and informative. 56% of the ratings of Developing were aligned with Standard III (22%) and Standard V (78%). The common theme of comments for Standard III included broadening instructional strategies and incorporating greater differentiation in instruction. The common theme of comments for Standard V included aligning assessment to learning goals, incorporating more formal assessments and assessment strategies and/or more frequent implementation of assessment. Of the students who received ratings of Developing, none were deemed to be low performers, and all graduated from their programs.</p>

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)	<p>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 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.</p> <p>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.</p>	<p>Seventy-five (75) candidates were evaluated by Cooperating Teachers in an End of Placement Evaluation. Of these students, 45% received ratings of “3” or Effective on one or more standard, and 51% received ratings of “4” or Highly Effective on one or more standard, indicating that our candidates are demonstrating competence across all New York State Teaching Standards and readiness to go into the classroom. Four percent (4%) (ten candidates) received one or more rating of “2” or Developing on one or more standard, and the comments provided were clear and informative. The ratings of Developing were evenly distributed across all of the standards and none of the students who received ratings of Developing were deemed to be low performers; all graduated from their programs.</p>
Exit Survey (2.b,c,e,f)		<p>Of 128 candidates graduating from their teacher preparation program in AY2023 (Ed Leadership candidates do not complete this survey), 31% (n=41) 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</p>

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
		(aspect 2.b,c,e,f), the aggregate of individual subareas aligned to standard 1 had an average of 4.36 (SD .20), with an overall aggregate average of 4.25 (SD: .30). 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.

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 School de-departmentalized, adopting new School-wide leadership and governance structures.
- The Educational Leadership CAS has been modified to add a distance format to the program so that it can be delivered online in a synchronous format
- The School completed major revisions to both the Inclusive Elementary and Special Education program and the four dual undergraduate programs in secondary education. Those program revisions have been passed by the School of Education Assembly and are currently undergoing University Senate review in anticipation of being forwarded for State Education Department review.
- The School rolled out its organizational restructuring and new leadership roles. The Faculty Director of Teacher Education & Undergraduate Studies will be the new Unit Lead and serve as the AAQEP Coordinator.
- All teacher preparation secondary education programs have been realigned to have the School of Education as the home school following program revision approval. Previously, these programs (English, Math, Science, Social Studies) were dual programs with the College of Arts & Sciences or Maxwell School of Citizenship and Public Affairs. Both Deans of these schools have agreed to this organizational change. This will set the framework to move forward with the program redesign to have these programs be dual certification with their primary content area and special education.

