



AAQEP Annual Report for 2024

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| Provider/Program Name: | Syracuse University Unit for Preparing School Professionals |
| End Date of Current AAQEP Accreditation Term | 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.

Syracuse University School of Education prepares thoughtful and socially just educators, counselors, and other leaders who bridge scholarship and practice to promote dynamic, effective, and engaging learning experiences for all. School of Education programs are rooted in our historical commitment to inclusion and antiracism, our emphasis on equitably integrating digital technologies in learning, and our reputation and leadership in immersive, experiential academic opportunities.

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, success, and wellbeing across communities. By leveraging its historic legacy as a global leader in inclusive and equitable education, the School of Education aspires to be the pre-eminent institution for scholarship and instruction across its three signatures: inclusive and antiracist pedagogy and practice, digital learning

technologies, and experiential learning that harnesses relationships across campus, community, and beyond. The impact of this work will enhance the School’s global reputation for producing impactful research and for attracting and preparing equity-minded and transformative teachers, counselors, and other professionals who support student success across diverse learning contexts.

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/about/accreditation/>

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 2023-2024

| 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 08/24) | Number of Completers in most recently completed academic year (12 months ending 08/24) |
|---|---|--|---|
| <i>Programs that lead to initial teaching credentials</i> | | | |
| Bachelor of Arts | Visual Arts Initial Certification | 8 | 4 |
| | English Grades 7-12 Initial Certification | 20 | 3 |
| | Mathematics Education Grades 7-12 Initial Certification | 10 | |
| | Biology Grades 7-12 Initial Certification | 6 | |
| | Chemistry Grades 7-12 Initial Certification | 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 08/24) | Number of Completers in most recently completed academic year (12 months ending 08/24) |
|---|---|--|---|
| Bachelor of Science | Earth Grades 7-12 Initial Certification | 1 | |
| | Physics Grades 7-12 Initial Certification | 2 | |
| | Social Studies Grades 7-12 Initial Certification | 30 | 5 |
| | Spanish Grades 7-12 Initial Certification | 2 | 1 |
| | Health Education Initial Certification | 3 | 4 |
| | Physical Education Initial Certification | 5 | 5 |
| | Early Childhood Birth to Grade 2 Initial | 8 | 7 |
| | Special Education Birth to Grade 2 Initial | 8 | 7 |
| | Childhood Education Grades 1-6 Initial Certification | 105 | 25 |
| | Special Education Grades 1-6 Initial Certification | 105 | 25 |
| Bachelor of Music | Mathematics Education Grades 7-12 Initial Certification | | 1 |
| | Music Education Initial Certification | 29 | 6 |
| | Visual Arts Initial Certification | 3 | 2 |
| Master of Science in Teaching | Childhood Education Grades 1-6 Initial Certification | 6 | 3 |
| | Early Childhood Birth to Grade 2 Initial | 8 | 4 |

| 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 08/24) | Number of Completers in most recently completed academic year (12 months ending 08/24) |
|---|---|--|---|
| | Special Education Birth to Grade 2 Initial Certification | 8 | 4 |
| | English Grades 7-12 Initial Certification | 1 | 1 |
| | Students with Disabilities Grades 7-12 Initial Certification | 6 | 6 |
| | Mathematics Grades 7-12 Initial Certification | 2 | |
| | Music Education Initial Certification | 7 | 1 |
| | Biology Grades 7-12 Initial Certification | 3 | 4 |
| | Chemistry Grades 7-12 Initial Certification | 1 | 1 |
| | Earth Grades 7-12 Initial Certification | | |
| | Physics Grades 7-12 Initial Certification | | |
| | Social Studies Grades 7-12 Initial Certification | 3 | 2 |
| | English to Speakers of Other Languages Initial Certification | | 1 |
| | Total for programs that lead to initial credentials | 391 | 122 |
| <i>Programs that lead to additional or advanced credentials for already-licensed educators</i> | | | |
| | Visual Arts Professional Certificate | | 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 08/24) | Number of Completers in most recently completed academic year (12 months ending 08/24) |
|---|---|--|---|
| Master of Science in Teaching | Severe/Multiple Disabilities Annotation Professional Certificate | | |
| | Special Education Grades 1-6 Professional Certificate | 1 | |
| | Literacy (Birth-Grade 6) Initial Certification/Professional Certificate | 6* | 15* |
| | Literacy (Grades 5-12) Initial Certification/Professional Certificate | 6 | 15 |
| | Music Education Professional Certificate | 3 | 6 |
| | English to Speakers of Other Languages Professional Certificate | | |
| Total for programs that lead to additional/advanced credentials | | 16 | 37 |
| <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 | 55 | 10 |
| | School District Leader Professional Certificate | 54 | 10 |
| Total for additional programs | | 109 | 20 |
| TOTAL enrollment and productivity for all programs | | 516 | 179 |
| Unduplicated total of all program candidates and completers | | 332 | 114 |

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 Unit is in the process of a significant program and structural reorganization. Set forth below are programs with ceased enrollment 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

These programs will be closed 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.

The Syracuse University Unit for Preparing School Professionals (the “Unit”) has undergone significant changes in its program offerings/structure. Set forth below is information explaining the changes: The Unit’s first change is to the program Inclusive Elementary and Special Education BS (IESE) program, which yields New York State certification in Childhood 1-6 and Special Education 1-6. The program has been renamed to Inclusive Childhood Education and this new program will yield certification in Childhood 1-6 and Students with Disabilities, All Grades. The program changes have been vetted through the School of Education and Syracuse University Curriculum Committees and approved by New York State. The Unit’s second change is to the following undergraduate secondary programs: English Education (BA) Math Education (BA/BS) Science/Biology Education, Science/Chemistry Education, Science/Earth Science Education, and Science/Physics Education (BA/BS) Social Studies Education BA. These programs have been restructured into one program that will now be called Inclusive Adolescent Education. All

students in this new program will earn New York State Certification in Students with Disabilities, All Grades. Additionally, each student will also earn a second certification in one of the following areas: Biology, Chemistry, Earth Science, English, Mathematics, Social Studies, or Physics for grades 7-12. The program changes have been vetted through the School of Education and Syracuse University Curriculum Committees and approved by New York State. Students enrolled in one of the current programs have the option to complete in the program they enrolled in or to transfer to the new program referenced above.

Of significance in these program redesigns is students in both new programs will have student teaching experiences that align with the New York State’s new student teaching regulations, which go into effect for 2028 graduates.

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

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|--|
| <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> |
| <p>332</p> |
| <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> |
| <p>114</p> |
| <p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p> |
| <p>In AY2024, the School of Education endorsed 138 students for 207 certifications.</p> |

D. Cohort completion rates for candidates who completed the various programs within their respective program’s expected time frame **and** in 1.5 times the expected time frame.

Expected Completion Time: an average of 100% for graduate programs (55 of 55)*

*This information is provided in accordance with the University’s definition of “time to complete” which is: Students must meet all requirements for the master’s degree within seven years from the time the student registers for the first course to be used in the master’s degree program. If a student does not meet this requirement, the student may petition their school/college for reinstatement of credits that were completed outside the seven-year time frame.

Expected Completion Time: an average of 95% for undergraduate programs (54 of 57).

1.5 times the expected Completion Time: an average of 4% for undergraduate programs (2 of 57). Additionally, 1% (1) student took a five (5) year leave of absence. The student returned to the program, meeting all program requirements for return, and graduated nine (9) years after their initial matriculation date.

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 AY2024, 57 completers took one or more certification exams. Of the twenty (20) different certification exams that completers took, the pass rate for all exams was 98%. One (1) Content Specialty Test area had a cumulative pass rate of less than 80% in this completer group (Health, pass rate = 50%). It should be noted that this fail rate is based on the very low number of students taking this exam (n=2). The State’s reporting year for AY2024 ended on August 31. Candidates who did not pass one or more of their certification exams often attempt the exam(s) again, and, if successful, were included in this report. Where students’ NYS teacher certification requires passing these exams, we are confident that this candidate will continue through this fall and successfully complete the exams. Individual certification exam pass rate for AY2024 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 AY2024, we conducted an annual Exit Survey that focuses on ten distinct facets of teacher preparation programs to gauge candidates' perspective on how well prepared they felt to enter the field/classroom. In AY2024, 28% graduates (n=32) completed the survey with an aggregate average rating of 4.46 (rating scale is a five-point Likert scale). These data provide positive evidence that students are leaving their program prepared to go into the classroom. Set forth below are the ten (10) distinct facets:

Preparedness to Teach Your Subject Matter (4.18; SD: 1.132)

Preparedness as Reflective Practitioner (4.44; SD: .971)

Perceptions of Your Pedagogical and Professional Skills (4.60; SD: .490)

Perceptions of Field Supervisor/Experiences (4.65; SD: .490)

Perceptions of Classroom Environment (4.49; SD: .605)

Preparedness to Teaching in Diverse Settings (4.41; SD: .743)

Preparedness to use Informal/Formal Strategies to Assess Student Learning (4.47; SD: .585)

Perceptions on Classroom Technology (4.4; SD: .611)*

Perspectives on Academic and Career Services (4.61; SD: .550)

Perspective on Foundations of Education (4.48; SD: .593)

These data demonstrate strong evidence that our candidates feel confident in their knowledge and skills to go into the classroom to be successful teachers.

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

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 AY2024, the University provided schools and colleges with data from a survey conducted of recent graduates. The data provided SOE with a list of employers that our students sought and/or attained employment. Additionally, the SOE Exit survey emphasized its request that graduates provide their future employer. A number of graduates shared this information. Based upon these results, SOE is developing a new Employer Survey to reach out to these entities.

Additionally, the Unit implemented an assessment management system for tracking/field/clinical data that students will have access to post graduation. In the system, students are updating their contact information which allows us to identify their place of employment and have an active email in which to be able to contact them. This will allow the Unit to seek post-graduation information for alumni. A new Alumni Survey will be developed and distributed in AY2025 to seek program feedback.

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 Unit conducts an Exit Survey each year and students are asked about their employment search, obtaining a post-graduation position, and/or if they plan to seek graduate school. In AY2024, thirty-two (32) candidates responded to the Exit Survey. Of these 32, twenty-two (22 or 69%) candidates shared that they had secured employment in one of eleven (11) K-12 School Districts and OCM BOCES. Additionally, eleven (11 or 31%) students shared that they planned to continue their education into graduate studies in fields such as Literacy, Cultural Foundations of Education, Athletic Administration, Health Education and International and Comparative Education.

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. | Teacher Preparation Candidates: Of eighty-five (85) active candidates and current/former completers* who took one or more Content Specialty Test, 95.7% 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 |
|--|--|--|
| | | <p>Educational Leadership Candidates: Of fourteen (14) active candidates and current/former completers* who took one or more Content Specialty Tests, 93.9% successfully passed the New York State Content Specialty Tests. It should be noted that the three (3) candidates who failed one or more part of their SBL and SDL content specialty tests took their exams in August 2024. As such, all of these candidates are taking these tests again as they are a graduation requirement.</p> <p>These ratings demonstrate that candidates exhibit the necessary content, pedagogical, and/or professional knowledge relevant to the credential or degree sought.</p> |
| 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. | <p>Teacher Preparation Candidates: Of eighty (80) active candidates and current/former completers*, 95% successfully passed the Educating All Students Exam.</p> <p>Educational Leadership Candidates: Of eight (8) active candidates and current/former completers*, 100% successfully passed the Educating All Students Exam.</p> <p>These ratings demonstrate that candidates exhibit the necessary knowledge and application of learning theory, culturally responsive practice, and assessment student learning, assessment and data literacy, and use of data to inform practice.</p> |

| Provider-Selected Measures | Explanation of Performance Expectation | Level or Extent of Success in Meeting the Expectation |
|-----------------------------------|---|---|
| edTPA (1a-1f) | The edTPA is a teacher performance assessment that requires candidates to submit evidence of classroom planning, instruction, and ability to impact student learning. This is done through a series of three (3) tasks (Planning Task, Instructional Task and Assessment Task) that include candidate’s demonstration of evidence to satisfy the following: Task 1: identifying context of learning, developing lesson plans, reflection on planning, Task 2: videoing instruction, focusing on learners, classroom management, respectful environment, instructing students, written reflections on the success of their lessons; and Task 3: measuring impact on student learning, identifying areas to reteach based upon baseline information, reflection of assessment of student learning. In AY2024, the Unit used the nationally normed edTPA developed by Stanford and administered through Pearson. | In AY2024, eighty-three (83) candidates completed the edTPA, a Unit graduation requirement, across eleven (11) content areas. The Unit set cut score is 35. Of the 83 Data assessment takers, 82 candidates successfully completed the assessment for a 99% pass rate. The one student who did not pass their edTPA withdrew from their program |

*Current/former completers is aligned with the data tracked by Title II and includes completers from the three years prior to the reporting academic year (AY2024, 2023, 2022, and 2021).

| Provider-Selected Measures | Explanation of Performance Expectation | Level or Extent of Success in Meeting the Expectation |
|---|--|--|
| 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 candidates are assessed 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. | Sixty-Four (64) candidates were evaluated by Field Supervisors in their End of Placement Evaluation. These students received the overall following ratings on each New York State Teaching Standard (Mean/Standard Deviation): I. Knowledge of Students and Student Learning (M:3.43; SD .527) II. Knowledge of Content and Instructional Planning (M:3.34; SD .601) III. Instructional Practice (M:3.36; SD .632) IV. Learning Environment (M: 3.61; SD 5.80) |

| Provider-Selected Measures | Explanation of Performance Expectation | Level or Extent of Success in Meeting the Expectation |
|---|---|--|
| | <p>Additionally, in AY2024, the Unit implemented a new assessment management system for all aspects of teacher preparation field experiences (Tevera). The new system required extensive communications, training, and process development with students, faculty, field supervisors, and cooperating teachers. While the implementation was successful, there areas identified for improvement and instances where data was not entered due to such learning curve. These data will reflect this learning curve and demonstrate a baseline from which the Unit will grow. Finally, while the Unit has been collecting data using the New York State Teaching Standards at the holistic Standard level, the new Tevera system will be used (AY2025) to collect data on course embedded assessments aligned to the subareas of the NYSTS. These improved data will allow the Unit to better address the unique aspects of the new AAQEP Standards 1 and 2. For this report, the data analysis for both AAQEP Standard 1 and Standard 2 will be the same.</p> | <p>V. Assessment for Student Learning (M:3.08; SD .614) VI. Professional Responsibilities and Collaboration (M:3.56; SD .588) VII. Professional Growth (M 3.56; SD .559)</p> <p>Eight (8) students received individual ratings of 2 (developing) in their performance on one of the NYST Standards. The Unit implemented the Tevera system in AY2024 which will allow us to audit ratings by field supervisors to address if we need to conduct scoring institutes to ensure inter-rater reliability. Of the students who received ratings of Developing, none were deemed to be low performers, and all graduated from their programs. Two student received ratings of 2 or Developing on three (3) or more standards. One student withdrew from the program and the second student went on to successfully pass his placement and graduated his program in August.</p> |
| <p>Cooperating Teacher End of Placement Evaluation (1a-f)</p> | <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 candidates are assessed 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>Fifty-Six (56) candidates were evaluated by their Cooperating Teacher in their End of Placement Evaluation. These students received the overall following ratings on each New York State Teaching Standard (Mean/Standard Deviation):</p> <p>I. Knowledge of Students and Student Learning (M:3.53; SD .633) II. Knowledge of Content and Instructional Planning (M:3.48; SD .720) III. Instructional Practice (M:3.46; SD .692)</p> |

| Provider-Selected Measures | Explanation of Performance Expectation | Level or Extent of Success in Meeting the Expectation |
|----------------------------|---|--|
| | <p>Additionally, in AY2024, the Unit implemented a new assessment management system for all aspects of teacher preparation field experiences (Tevera). The new system required extensive communications, training, and process development with students, faculty, field supervisors, and cooperating teachers. While the implementation was successful, there are areas identified for improvement and instances where data was not entered due to such learning curve. These data will reflect this learning curve and demonstrate a baseline from which the Unit will grow.</p> <p>Finally, while the Unit has been collecting data using the New York State Teaching Standards at the holistic Standard level, the new Tevera system will be used (AY2025) to collect data on course embedded assessments aligned to the NYSTS.</p> | <p>IV. Learning Environment (M: 3.66; SD .581) V. Assessment for Student Learning (M:3.29; SD .793) VI. Professional Responsibilities and Collaboration (M:3.69; SD .573) VII. Professional Growth (M 3.65; SD .588)</p> <p>The overall average for each Standard exceeded the Field Supervisor ratings. When Cooperating Teachers provided ratings of 2 (Developing) they were followed with positive comments and explanations of the respective areas a student worked on and improved at, which is what we want to see. These comments are rich and important in our overall analysis. 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, with the exception of one student who left the program due to non-attendance.</p> |
| 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. | Of candidates graduating from their teacher preparation program in AY2024 (Ed Leadership candidates do not complete this survey), 28% graduates (n=32) completed the Exit Survey. Candidates' responses were very favorable resulting in an overall average survey rating of 4.47. Of ten distinct areas where candidates are surveyed, eight (8) are directly aligned to most aspects of Standard 1 (aspect 1.a-1.f). Set forth below are candidates' average ratings on their preparedness and perceptions of the focus areas: -Teach Your Subject Matter (M:4.18; SD: 1.132) -A Reflective Practitioner (M:4.44; SD: .971) -Pedagogical and Professional Skills (M:4.60; SD: .490) |

| Provider-Selected Measures | Explanation of Performance Expectation | Level or Extent of Success in Meeting the Expectation |
|----------------------------|--|--|
| | | <p>-Classroom Environment (M:4.49; SD: .605) -Teaching in Diverse Settings (M:4.41; SD: .743) -Use of Informal/Formal Strategies to Assess Student Learning (M:4.47; SD: .585) -Classroom Technology (M:4.4; SD: .611) -Foundations of Education (M:4.48; SD: .593)</p> <p>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.</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 will demonstrate Candidates' level of teacher preparedness and readiness to go into the classroom. | <p>Teacher Preparation Candidates: Of eighty (80) active candidates and current/former completers*, 95% successfully passed the Educating All Students Exam.</p> <p>Educational Leadership Candidates: Of eight (8) active candidates and current/former completers*, 100% successfully passed the Educating All Students Exam.</p> <p>These ratings demonstrate that candidates exhibit the necessary knowledge to engage effectively in different contexts they may encounter throughout their careers.</p> |
| Study Abroad Experiences (2.d) | The Unit supports student growth in international and global perspectives through multiple means, including the Corinne R Smith Scholarships, which provide | In AY2024, thirty (30) teacher preparation candidates took part in a semester abroad experience at one of seven different locations. |

| Provider-Selected Measures | Explanation of Performance Expectation | Level or Extent of Success in Meeting the Expectation |
|----------------------------|---|--|
| | <p>undergraduate students with supplemental financial support toward their study abroad experience. While the funding is based on financial need, all students receive some level of financial aid.</p> <p>Experiencing Education in Rural and Urban Settings in Kenya, Candidates participated in an immersive experience in the Kenyan educational system and experience rural and urban life and school settings. Candidates worked with students and teachers in classrooms in a rural day secondary school and an urban boarding secondary school. Beginning and ending in Nairobi, candidates also visited Ugweri and Embu, spent overnight by a water hole and salt lick in the Aberdare National Park, and crossed the equator near Mt. Kenya.</p> | <p>Additionally eleven (11) students participated in this immersive experience.</p> <p>These data provide evidence that Unit candidates have the opportunity to gain experience in international and global perspectives in support of Aspect 2.d.</p> |
| Exit Survey (2.a,b,c,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 as they prepare to graduate from their program of study. | <p>Of candidates graduating from their teacher preparation program in AY2024 (Ed Leadership candidates do not complete this survey), 28% graduates (n=32) completed the Exit Survey. Candidates’ responses were very favorable resulting in an overall average survey rating of 4.47. Of ten distinct areas where candidates are surveyed, seven (7) are directly aligned to one or more aspects of Standard 2 (aspect 2.a, 2b, 2c, 2e, 2f). Set forth below are candidates’ average ratings on their preparedness and perceptions of the focus areas:</p> <ul style="list-style-type: none"> -A Reflective Practitioner (2.e; M:4.41; SD: .973) -Pedagogical and Professional Skills (2b,c,e,f; M:4.60; SD: .484) - Classroom Environment (2c,e; M:4.51; SD: .613) |

| Provider-Selected Measures | Explanation of Performance Expectation | Level or Extent of Success in Meeting the Expectation |
|----------------------------|--|---|
| | | <p>-Teaching in Diverse Settings (2a,b,2c,2f; M: 4.41; SD: .765)</p> <p>-Use of Informal/Formal Strategies to Assess Student Learning (2c; M:4.50; SD: .619)</p> <p>-Classroom Technology (2b,c; M:4.30; SD: .737)</p> <p>-Foundations of Education (2b; M:4.50; SD: .605)</p> <p>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.</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 Educational Leadership CAS has modified to be fully an online in a synchronous format program.
- The School submitted a program revisions for both the Inclusive Elementary and Special Education program and the Adolescent Special Education Programs (formerly four dual undergraduate programs in secondary education) to New York State Education Department for review and approval. All programs were approved and will be implemented in fall 2024.
- The School created its own evaluation of teacher candidate performance and has implemented it the first time in fall 2024.
- The School has initiated a committee to evaluate and redesign our master’s programs in teacher education. They will be redesigned to respond to changing state regulations for certification, including student teaching expectations, in time to attract and admit students in early 2027.