



AAQEP Annual Report for 2025

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

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, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

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 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts	Visual Arts Initial Certification	1	3
	English Grades 7-12 Initial Certification	5	5
	Mathematics Education Grades 7-12 Initial Certification		3
	Biology Grades 7-12 Initial Certification	2	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 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)
Bachelor of Science	Chemistry Grades 7-12 Initial Certification		
	Earth Grades 7-12 Initial Certification		1
	Physics Grades 7-12 Initial Certification		1
	Social Studies Grades 7-12 Initial Certification	3	6
	Spanish Grades 7-12 Initial Certification		2
Bachelor of Science	Health Education Initial Certification	2	1
	Physical Education Initial Certification	2	3
	Early Childhood Birth to Grade 2 Initial	3	2
	Special Education Birth to Grade 2 Initial	3	2
	Childhood Education Grades 1-6 Initial Certification	159	24
	Special Education Grades 1-6 Initial Certification	159	24
	Secondary Education Grades 7-12 Initial Education Certification	46	
	Special Education Grades 7-12 Initial Certification	46	

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 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)
	Mathematics Education Grades 7-12 Initial Certification		
Bachelor of Music	Music Education Initial Certification	58	8
Master of Science in Teaching	Visual Arts Initial Certification	2	
	Childhood Education Grades 1-6 Initial Certification	2	4
	Early Childhood Birth to Grade 2 Initial		5
	Special Education Birth to Grade 2 Initial Certification		5
	English Grades 7-12 Initial Certification	3	1
	Students with Disabilities Grades 7-12 Initial Certification	7	4
	Mathematics Grades 7-12 Initial Certification		1
	Music Education Initial Certification	5	
	Biology Grades 7-12 Initial Certification	1	2
	Chemistry Grades 7-12 Initial Certification		1
	Earth Grades 7-12 Initial Certification		
	Physics Grades 7-12 Initial Certification		

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 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)
	Social Studies Grades 7-12 Initial Certification	2	2
	English to Speakers of Other Languages Initial Certification		
	Total for programs that lead to initial credentials	511	111
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Science in Teaching	Visual Arts Professional Certificate		
	Severe/Multiple Disabilities Annotation Professional Certificate		
	Special Education Grades 1-6 Professional Certificate	2	
	Literacy Education Birth-Grade 12) Professional Certificate	14	14
	Music Education Professional Certificate	4	2
	English to Speakers of Other Languages Professional Certificate		
	Total for programs that lead to additional/advanced credentials	20	16
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			

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 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)
Certificate of Advanced Study in Educational Leadership	School Building Leader Professional Certificate	86	19
	School District Leader Professional Certificate	86	19
Total for programs that lead to specialized professional or no specific credentials		172	38
TOTAL enrollment and productivity for all programs		703	165
Unduplicated total of all program Candidates and completers		405	114

Added or Discontinued Programs

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

Programs that have been added in the past year are the Inclusive Adolescent Education and the Inclusive Childhood Education. The Unit has ceased enrollment for several programs, as highlighted in the 2023, 2024, and 2025 Substantive Change Reports. As such, we continue to report on these programs until all Candidates graduate/leave the respective program. As these programs officially close, we will keep AAQEP informed.

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.
405
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.
114
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
63 recommendations on behalf of 35 completers.
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 95% for graduate programs (53 of 56). * 1.5 times the expected Completion Time: an average of .5% for graduate programs (3 of 56). There were three (3) Candidates that took greater than 7 years to complete their program. All of these Candidates were in the Educational Leadership CAS program. These Candidates typically take one course per semester, often only per year as funding is often provided by their respective school district. As such, Candidates need to wait for credits to be allocated to them, thereby requiring extra time to complete their program. All these Candidates met program requirements.
*This information is provided in accordance with the University's definition of "time to complete" which is: Candidates must meet all requirements for the master's degree within seven years from the time the Candidate registers for the first course to be used in the master's degree program. If a Candidate does not meet this requirement, the Candidate may petition their school/college for reinstatement of credits that were completed outside the seven-year period.
Expected Completion Time: an average of 95% for undergraduate programs 55 of 58). **

1.5 times the expected Completion Time: an average of 7% for undergraduate programs (4 of 59). [1 Candidate took a one-year leave of absence, returning to the program; 1 Candidate transferred from another program requiring extra time; 1 Candidate took a two-year leave of absence; and 1 Candidate was administratively withdrawn due to non-attendance and came back to the program one year later. All Candidates returned to their respective programs, meeting all program requirements.]

**Undergraduate Candidates at Syracuse University typically take four years to complete their degree, which requires a minimum of 122 credit hours for a Bachelor of Science and usually involves taking about 15–17 credits per semester. Some dual and advanced programs may take longer to complete, and Candidates with AP, IB, or transfer credit can finish faster.

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 AY2025, 65 completers took one or more certification exams. Of the twenty-one (21) different certification exams that completers took, four (4) Candidates failed one or more content specialty test, and 61 Candidates passed one or more content specialty test, as our Candidates in dual certification programs take more than one content specialty test. The overall pass rate for the 2025 completers is ninety-four percent (94%). When calculating the pass rate for each content specialty test, all exceeded the State's requirement of 80% pass rate.

Of 14 Ed Leadership Candidates who completed their program in AY2025 completers, all but two successfully passed one or more of their Content Specialty Tests. The two (2) Candidates both failed one part of the School District Exam (Part II). This rendered an overall pass rate of 99%.

The pass rate for all the State's reporting year for AY2025 ended on August 31. Instances where Candidates did not pass one or more of their certification exams who retook the exam(s) and were successful were included in this report. The remaining Candidates who did not pass their certification have indicated that they will be retaking their exams. We are confident that these Candidates will continue through this fall and successfully complete the exams. Each year the Unit posts Title II results for individual certification exam pass rate. Currently, these data are available for AY2024. Once the Unit's Title II report/New York State Report Card is completed, the AY2025 data will be posted. These data are located at:

<https://soe.syr.edu/about/accreditation/>

F. Explanation of evidence available from program completers, with a characterization of findings.

In AY2025, 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 and their program satisfaction. In AY2025, ninety-nine (99) students were provided with an Exit Survey. Of those who received the Survey, 17 graduates (17%) completed the survey with an aggregate average rating of 3.99 (rating scale is a five-point Likert scale). These data provide positive evidence that Candidates 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 (3.94; SD: .43)
Preparedness as Reflective Practitioner (4.38; SD: .19)
Perceptions of Your Pedagogical and Professional Skills (3.99; SD: .35)
Perceptions of Field Supervisor/Experiences (4.17; SD: .55)
Perceptions of Classroom Environment (3.79; SD: .54)
Preparedness to Teaching in Diverse Settings (4.07; SD: .53)
Preparedness to use Informal/Formal Strategies to Assess Student Learning (3.75; SD: .41)
Perceptions on Classroom Technology (3.88; SD: .20)
Perspective on Foundations of Education (4.14; SD: .29)
Program Satisfaction (3.67; SD: .66)

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

In AY2025, we conducted an Alumni Survey of Education Leadership CAS graduates for the last four (4) academic years. The Survey was distributed to 45 alumni. In this distribution, there were twenty-two (22) rejected emails. This is due to the University's recent change in the length of time Candidates can access their syr.edu email. Of the 23 remaining individuals, seven (7) access the Survey and one (1) alumnus responded to the Survey. While it is common to have poor response rates to these surveys, we realize that this method to reach out to alumni will no longer be fruitful. The Unit is looking for ways to better access alumni and produce better results when distributing the surveys.

G. Explanation of evidence available from employers of program completers, with a characterization of findings.

The University conducted a centralized Alumni Survey of all graduates. We were provided with data for AY2024, as the results were available in latter spring 2025. Respondents provided information regarding employment, continued education, and

decisions to choose jobs outside of teaching. We are reviewing these data and developing a survey to reach out to identified employers. Additionally, respondents provided updated emails (other than their academic email). We are researching these emails and the State's database of teachers to add employers to include in this survey. Employers will be surveyed in early 2026.

H. 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 University conducted a centralized Alumni Survey of all graduates. We were provided with data for AY2024, as the results were available in latter spring 2025. For Teacher Preparation completers, 42 Candidates responded to the survey. Of the 42 respondents, (41 undergraduates and 1 graduate Candidate), 11 did not respond to the Survey, 6 reported that they were currently working, and 25 reported that they were continuing with their education. Of the 6 Candidates that responded they were working full-time, five were employed in the K-12 environment, and 1 was employed with a non-education not-for-profit. Further, all were working in positions that directly reflected their certification, even the individual who worked for the non-education, not-for-profit who was a Physical Education graduate who secured employment as a Fellow for Central New York PGA Works. We are partnering with the University to continue to gather this information with hopes of expansion on some of the questions. Additionally, we have been provided with emails other than Candidates' Syracuse University email (syr.edu) so we can contact them with more targeted questions pertaining to their program preparation and satisfaction.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

The Unit is provided with ample support from the School of Education.

SOE maintains a balanced budget in excess of \$50M per year. Funds are distributed to support programs by way of employing excellent faculty and instructional support, supplying graduate assistants, fostering research, and maintaining a strong central administrative support team, while also utilizing the strength and central resources of the larger university.

The Unit fully supports candidates in meeting relevant standards. All teacher preparation programs and the Educational Leadership program are *wholly* within the SOE or dual with another University School/College. Because the University's accounting system is structured along college/school lines, it is not feasible to segregate budgets associated with preparation of school personnel for programs administratively positioned outside of the SOE. Therefore, we use the SOE as a proxy for the Unit.

Additionally, preparation of teacher/building/district candidates is enhanced by vigorous sponsored programs. Engaged in

several projects of substantial scale, numerous opportunities are available for teacher candidates to gain valuable field experience or to be exposed to cutting-edge research.

The Unit is housed completely in Huntington Hall, a historic structure. SOE underwent organizational restructuring in AY2024, eliminating departments and focusing on a One School structure. To further unify SOE as a cohesive whole, in AY2025, it acquired two (2) additional floors in Huntington Hall, providing faculty offices in one location, as well additional classroom capacity, technology resources, Center for Experiential and Pedagogy and Practice, and study areas. Full-time faculty members have their own offices and University- provided computers. Office space is available for part-time faculty, instructors, and staff to use when in the office. Additionally, Office of Academic and Student Support Services (OASS) personnel have also been relocated to Huntington Hall.

Most faculty have multiple devices such as laptops, PDAs, iPads, etc. that are networked to a wide variety of resources via local area networks and the campus backbone. Windows and Apple platforms are supported. All faculty have access to standard applications, such as Microsoft Office, quantitative software SPSS, web access, and e-mail. To enhance their instruction, faculty members may utilize any of the Unit's facilities such as technology-outfit classrooms, teaching computer labs, mobile labs, video-conferencing facilities, and digital design studio. Each floor has at least one seminar room for meetings or classes with appropriately small enrollments. Emeriti and visiting faculty have access to a large office where they can continue their projects and meet with students. The main classrooms are outfitted with teaching stations where faculty members may make use of Internet resources, video, slide projectors, overheads, or mobile resources to enhance their instruction. Two teaching labs and a videoconferencing room serve as classroom space for technology-intensive courses.

Currently, Candidates have access to 8 main classrooms in SOE of various sizes and capacities, the largest of which accommodates up to 60 students.

In addition to classroom space in Huntington Hall, the School of Education has access to classrooms in the nearby technology-rich Martin J. Whitman School of Management building – located across the street from Huntington Hall – as well as access to other classrooms on campus. Candidates may also be taught in clinical off-campus locations, either through Extended Campus, or a teaching center.

The Unit's dual programs in mathematics and music education are housed with the mathematics and music faculties, respectively in two different buildings on the main campus quadrangle: Carnegie and Crouse College. The Art Education

program is in its dedicated facilities located on Comstock Avenue in the Comstock Art (ComArt) Building.

Support Services and Personnel

The Unit provides support personnel that enhances the effectiveness of faculty teaching and advising. SOE has a team of 13 academic support, admission, career, and certification support staff. These full-time professional staff members assist in program planning, candidate support, and recruitment and admissions through contact with prospective and admitted candidates. The Director of Experiential Learning and Partnerships is assisted by a full-time field placement coordinator, who identifies and assigns field placements each semester. The SOE OASS has 10 staff members. The OASS is led by the Assistant Dean for Academic and Student Services. These staff members have responsibility for admissions and recruitment, academic counseling, graduation clearance, career services, and certification.

Each undergraduate candidate has an academic advisor (staff member) and a faculty advisor. The academic advisor has primary responsibility for advising during the first two years and works with the candidate to create a four-year program plan. Undergraduate dual program candidates in art, music, English, mathematics, science, and social studies use SOE student services, but also have services available in the colleges of Visual and Performing Arts and Arts and Sciences, respectively. Undergraduate candidates also each have a peer advisor, an undergraduate student who is enrolled in the same program who is a second-, third-, or fourth-year student and has been selected to serve as a peer guide to assist with first-year candidate acclimation to the program, School, and University.

The SOE has a Technology Support Group (the Group) that provides technology resources and support to the School's students, faculty, and staff. This includes support with desktop and mobile devices, networking connectivity, printing, secure file storage, enterprise applications, remote access, security, email, classroom technology, assistive technology, account management, and technology procurement, setup, installation and management. The Group houses workspaces that provide the SOE community with convenient access to digitizing and editing of media and multimedia applications for the web, portfolios, course development, and training. The Group is led by a Director and is staffed by two full-time computer consultants. The Group is also assisted by five work study student workers who staff the Help Desk and maintains and loans out the loaning pool equipment of cameras, projectors, tripods, laptops, iPads, conference phones, adapters, and chargers.

The Group reports to the University-wide information technology support scheme. ITS assists students with general tech support. Other units support faculty integration of digital tools into teaching including development of on-line courses.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of Candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) 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-d)	Candidates will pass their Content Specialty Test(s) to obtain New York State Teacher Certification in their content area.	<p>Teacher Preparation Candidates: Of ninety-two (92) active Candidates or current/former completers* who took one or more Content Specialty Test, all successfully passed the content specialty tests they took, except for six (6) Candidates who failed one or more of their exams. This led to a pass rate of 96.5% (#86) successfully passed all the New York State Content Specialty Tests.</p> <p>Educational Leadership Candidates: Of 14 active Candidates and current/former completers* who took one or more Content Specialty Tests, 98% (11) successfully passed all the New York State Content Specialty Tests. It should be noted that the three (3) Candidates failed one part of their SBL and SDL content specialty tests. Each of these Candidates has expressed that they are taking these tests again.</p> <p>These ratings demonstrate that Candidates exhibit the necessary content, pedagogical, and/or professional knowledge relevant to the credential or degree sought.</p>

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
		<p>*These data include active candidates and AY2023, 2024, and 2025 completers who took a CST during AY2025.</p>
<p>Educating All Students Certification Exam (1.b c, d, e)</p>	<p>Candidates will pass the Educating All Students Certification Exam to obtain New York State Teacher Certification in their content area.</p>	<p>Teacher Preparation Candidates: Of 102 active Candidates and current/former completers*, 99% successfully passed the Educating All Students Exam.</p> <p>Educational Leadership Candidates: Of 11 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 of student learning, assessment and data literacy, and use of data to inform practice.</p> <p>*These data include active candidates and AY2023, 2024, and 2025 completers who took a CST during AY2025.</p>

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
TPA Part One Assessment (1a-d, 1.g)	<p>In AY2025, the Unit used the internally developed Teacher Performance Assessment submitted and approved by New York State. The three (3) part assessment has Candidates complete: (1) Planning, teaching and evaluating lessons and units for secondary Candidates; (2) employing pre-assessments as well as formative and summative assessments in all lessons or units; and (3) Evaluating, reflecting on, and communicating about Candidate's teaching experiences in meaningful ways, using such reflections in meaningful ways to refine Candidates teaching. Candidates complete each of the Parts and are expected to pass the entire Assessment with an aggregate score of 40</p>	<p>In AY2025, 63 Candidates completed Part One of the Teacher Performance Assessment, a graduation requirement for teacher preparation programs. In Part One, Candidates gathered data about the context of the classroom and the students they were teaching to assist with their planning. Candidates collaborated with their Cooperating Teacher to develop lesson plans/units that included instructional materials, assignments, and methods for assessing student performance.</p> <p>Candidates selected an age appropriate, standards-based goal from the school curriculum's scope and sequence that could be met in the timeframe of their placement. Candidates researched the content in-depth including how the standard evolves throughout the scope and sequence to increase their own knowledge, correct any misconceptions, and assist in identifying multiple access points for students with differing levels of prior knowledge.</p> <p>Candidates employed formative and/or summative assessments that provided evidence of their students' learning and progress toward the learning standard and objectives of the lesson.</p> <p>Candidates were observed by their Cooperating Teacher and Field Supervisor to ensure that objectives were determined, goals were developed, and teaching focused on group and individual performance.</p>

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
		<p>The maximum score a Candidate can receive on Part One is eighteen (18). Of the 63 Candidates completing this task, the mean score was 16.98, SD: 1.600.</p> <p>All Candidates met expectations and successfully completed this task.</p>
TPA Part Two Assessment (1a-d)	<p>In AY2025, the Unit used the internally developed Teacher Performance Assessment submitted and approved by New York State. The three (3) part assessment has Candidates complete: (1) Planning, teaching and evaluating lessons and units for secondary Candidates; (2) employing pre-assessments as well as formative and summative assessments in all lessons or units; and (3) Evaluating, reflecting on, and communicating about Candidate's teaching experiences in meaningful ways, using such reflections in meaningful ways to refine Candidates teaching.</p> <p>Candidates complete each of the Parts and are expected to pass the entire Assessment with an aggregate score of 35 or greater.</p>	<p>In AY2025, 63 Candidates completed Part Two of the Teacher Performance Assessment, a graduation requirement for teacher preparation programs. In Part Two, Candidates videoed their instruction and gathered formative and summative data from their instruction of students' assignments/tests. Candidates graded and analyzed data to ensure that each student learned the content, developing appropriate feedback and reassessment methods for students who needed additional support.</p> <p>Candidates were observed by their Cooperating Teacher and Field Supervisor to ensure that objectives were determined, goals were developed, and teaching focused on group and individual performance.</p> <p>The maximum score a Candidate can receive on Part Two is fifteen (15). Of the 63 Candidates completing this task, the mean score was 14.38, SD: .663.</p> <p>All Candidates met expectations and successfully completed this task.</p>

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
TPA Part Three Assessment (1a-d)	<p>In AY2025, the Unit used the internally developed Teacher Performance Assessment submitted and approved by New York State. The three (3) part assessment has Candidates complete: (1) Planning, teaching and evaluating lessons and units for secondary Candidates; (2) employing pre-assessments as well as formative and summative assessments in all lessons or units; and (3) Evaluating, reflecting on, and communicating about Candidate's teaching experiences in meaningful ways, using such reflections in meaningful ways to refine Candidates teaching.</p> <p>Candidates complete each of the Parts and are expected to pass the entire Assessment with an aggregate score of 35 or greater.</p>	<p>In AY2025, 63 Candidates completed Part Three Teacher Performance Assessment, a graduation requirement for teacher preparation programs. The Unit set cut score is 35. Of the 63 assessment takers, 63 Candidates successfully completed the assessment for a 100% pass rate.</p> <p>Candidates edited their videoed entire lesson, using timestamping to demonstrate evidence related to planning, instruction, and assessment. Candidates provide narrative of what happened in the video, and how their video demonstrates their ability to deliver content effectively and plan in ways that engage students. Candidates also include citations around theory, content, and methods to support their reflection, and discussed specific evidence of student learning using their assessment methods.</p> <p>The maximum score a Candidate can receive on Part Two is twenty-seven (27). Of the 63 Candidates completing this task, the mean score was 25.62, SD: 2.841.</p> <p>All Candidates met expectations and successfully completed this task.</p>

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

Provider-selected measures (name and description)	Criteria for success (HIGHLIGHT HERE WHAT ASPECTS ARE COVERED)	Level or extent of success in meeting the expectation
Educating All Students Certification Exam (2a,b,c)	<p>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>	<p>Teacher Preparation Candidates: Of 102 active Candidates and current/former completers*, 99% successfully passed the Educating All Students Exam.</p> <p>Educational Leadership Candidates: Of 11 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>
EDU 321 – International Education for Transformation (2.d)	<p>A newly designed course, EDU 321 – International Education for Transformation provides Candidates with the opportunity to learn about international perspectives, even if they cannot study abroad. The objectives of this course are as follows:</p> <ol style="list-style-type: none"> 1. Evaluate their own cross-cultural learning, cultural assumptions, and worldviews. 2. List and Examine theories and dimensions of global education. 	<p>In AY2025, sixteen (16) Candidates completed EDU 321. All Candidates successfully exceeded the success indicator, receiving a grade of B (>81 points). Candidates successfully analyzed current research and theory about global education, examining what global education is, rationales for its implementation, current global issues, and pedagogies used to prepare students for living in a globalized world. The measure for this course was Candidate overall grade.</p>

Provider-selected measures (name and description)	Criteria for success (HIGHLIGHT HERE WHAT ASPECTS ARE COVERED)	Level or extent of success in meeting the expectation
Study Abroad Experiences (2.d)	<p>3. Describe an array of global issues utilizing interactive and engaging methods.</p> <p>4. Locate and Use various resources for teaching and learning about global perspectives in educational settings.</p> <p>90% of Candidates are expected to earn a grade of C+ (77 points) or greater.</p> <p>The Unit supports Candidate growth in international and global perspectives through multiple means, including the Corinne R Smith Scholarships, which provide undergraduate Candidates with supplemental financial support toward their study abroad experience. While the funding is based on financial need, all Candidates receive some level of financial aid. Our Candidates discovered cultures and educational practices through semester seminars located in Madrid, Florence, Strasburg, Italy (Inclusive Schools and Societies: Lessons from the Italian Context), London, Santiago, Wales, Rome, Copenhagen, and the World Partner: CIEE: Arts and Sciences at Yonsei University.</p>	<p>In AY2025, twenty-nine (29) teacher preparation Candidates took part in a semester abroad experience at one of seven different locations.</p> <p>These data provide evidence that Unit Candidates can gain experience in international and global perspectives in support of Aspect 2.d.</p>

Provider-selected measures (name and description)	Criteria for success (HIGHLIGHT HERE WHAT ASPECTS ARE COVERED)	Level or extent of success in meeting the expectation
Exit Survey (2.a,b,c,e,f)	<p>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>	<p>Of Candidates graduating from their teacher preparation program in AY2025 (Ed Leadership Candidates do not complete this survey), 17% graduates (n=17) 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:4.38; SD: .19) -Pedagogical and Professional Skills (2b,c,e,f; M:3.99; SD: .35) - Classroom Environment (2c,e; M:3.79; SD: .54) -Teaching in Diverse Settings (2a,b,2c,2f; M: 4.07; SD: 53) -Use of Informal/Formal Strategies to Assess Student Learning (2c; M:3.75; SD: .41) -Classroom Technology (2b,c; M:3.88; SD: .20) -Foundations of Education (2b; M:4.14; SD: .29)

Provider-selected measures (name and description)	Criteria for success (HIGHLIGHT HERE WHAT ASPECTS ARE COVERED)	Level or extent of success in meeting the expectation
		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.
Dispositions (2.f)	<p>A critical element of Candidate success is their ability to exhibit professionalism across various contexts. The level of professionalism demonstrated, both in class and in the field, influence how faculty, cooperating teachers, school staff, and students perceive Candidates as an educator. Throughout Candidates' academic career, it is their professional responsibility to uphold behaviors and attitudes that align with the SOE Dispositions, as well as Teaching Standards and the School of Education (SOE) Professional Expectations. Candidate progress is continuously assessed in both the classroom and practicum settings. Candidates must earn a minimum of a minimum rating of "2" with an overall majority of 3's and 4's on Dispositions. Any evidence of behavior that is markedly inconsistent with the Dispositions may lead to removal from the seminar and</p>	The Unit incorporated early assessment of Candidates' dispositions with the new programs. This provides an appropriate introduction for Candidates to see what dispositions look like in the field and the opportunity to grow in this regard throughout their programs.

Provider-selected measures (name and description)	Criteria for success (HIGHLIGHT HERE WHAT ASPECTS ARE COVERED)	Level or extent of success in meeting the expectation
	practicum and/or result in a failing course grade.	<p>EDU 220 Field Experience and Field Performance Assessment by Cooperating Teachers. Thirty-three (33) Candidates in our new programs (Inclusive Childhood Education and Inclusive Adolescent Education) were assessed on dispositions in one of their first field experiences. This assessment introduction of professional attitudes and behaviors provides Candidates with the knowledge of the importance of dispositions. Further, through concrete feedback to Candidates on their demonstration of these behaviors and attitudes, this opened important conversations with instructors to continue to grow throughout their programs. Of the thirty-three Candidates who were assessed, the outcomes are set forth below:</p> <p>D1: Mean – 3.44; SD – 0.50 D2: Mean – 3.44; SD – 0.50 D3: Mean – 3.66; SD – 0.47 D4: Mean – 3.44; SD – 0.50 D5: Mean – 3.59; SD – 0.49</p> <p>The data demonstrate that Candidate introduction to dispositions was productive and will provide a baseline from which to measure Candidates throughout their program.</p>

Provider-selected measures (name and description)	Criteria for success (HIGHLIGHT HERE WHAT ASPECTS ARE COVERED)	Level or extent of success in meeting the expectation
		<p>EED 400 (formerly Block III) Field Performance Assessment by Cooperating Teachers.</p> <p>An additional measure of dispositions was added at a second phase of each Candidate's program to measure growth. While the current cohort being assessed are Candidates not in one of the new programs but those finishing their current program, this will be enrolled in by Candidates in the new programs. These Candidates have been previously introduced to dispositions. Of the twenty-eight Candidates assessed, the outcomes are set forth below:</p> <p>D1: Mean – 3.89; SD – 0.31 D2: Mean – 3.79; SD – 0.49 D3: Mean – 3.86; SD – 0.35 D4: Mean – 3.71; SD – 0.45 D5: Mean – 3.82; SD – 0.38</p>

Provider-selected measures (name and description)	Criteria for success (HIGHLIGHT HERE WHAT ASPECTS ARE COVERED)	Level or extent of success in meeting the expectation
		<p>The data indicate that Candidates are successful in demonstrating professional attitudes and beliefs. The data are skewed toward ratings of "4" (highly effective). As the Candidates in the new programs move through their academic career, the Unit will take steps to ensure validity and reliability in these data.</p> <p>EDU 508</p> <p>D1: Mean – 3.75; SD – 0.56 D2: Mean – 3.72; SD – 0.57 D3: Mean – 3.78; SD – 0.41 D4: Mean – 3.68; SD – 0.52 D5: Mean – 3.72; SD – 0.53</p> <p>The data indicate that Candidates are successful in demonstrating professional attitudes and beliefs. While the data are on the high end of our rating scale, this cohort of Candidates has worked with Dispositions throughout their academic career. We would expect Candidates to perform high.</p>

Provider-selected measures (name and description)	Criteria for success (HIGHLIGHT HERE WHAT ASPECTS ARE COVERED)	Level or extent of success in meeting the expectation
New York State Dignity for All Students Act training (2g)	<p>This training is required for New York State Teacher/Build/District Leader. Connect students, colleagues, and self to appropriate supports for mental well-being, including those related to trauma Workshops in violence prevention, child abuse and abduction, substance abuse, the Dignity for All Students Act (DASA), and school and fire safety.</p>	<p>This training will address the social patterns of harassment, bullying and discrimination, marginalization and microaggressions, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex as defined in New York State Consolidated Laws § 11 – Definitions. The training will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings.</p> <p>This training introduces students to these various forms of microaggressions and provides the necessary knowledge that Candidates need to identify potential origins/sources of student trauma to address and mitigate adverse events. Candidates learn intervention/prevention strategies to help their students maintain good mental health.</p>

Provider-selected measures (name and description)	Criteria for success (HIGHLIGHT HERE WHAT ASPECTS ARE COVERED)	Level or extent of success in meeting the expectation
		In AY2025, forty-three (43) undergraduates completed this training and received grades of A- or better. Fifteen (15) graduate candidates completed this training. At the graduate level, the training is P/F, and is not a graduation requirement, as many students take can take the training externally. Of the 15 students, 14 received a passing score and one (1) failed the training.

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.

Standard 1: Aspects 1a-g.

Initial Teacher Preparation. Each Candidate in an initial certification program must complete the Teacher Performance Assessment (TPA). The TPA was developed by Faculty and serves as a capstone assessment in Planning/Instruction, Impact on Student Learning, and Reflection on Practice demonstrating Candidate competency as pre-service teachers. Successful completion of this assessment is a requirement for graduation. This assessment has been aligned to the 2024 AAQEP Standards. Set forth below are comments from Field Supervisors, Cooperating Teachers, and/or Instructors providing evidence of Candidates' success:

- **Clarity and Structure in Directions:** A dominant theme is the consistent use of clear, concise, and structured directions at the start and throughout lessons. Teachers often post agendas, state objectives, and sequence activities to ensure students understand expectations and lesson flow.

- **Questioning and Checking for Understanding:** Candidates frequently employ questioning strategies to check for understanding, encourage participation, and probe student thinking. This includes clarifying questions, paraphrasing, and asking students to explain their reasoning or repeat instructions.
- **Modeling and Guided Practice:** Modeling procedures, providing examples, and guiding students through tasks are common practices. Teachers demonstrate steps, use anchor charts or manipulatives, and offer guided practice to reinforce learning and support student independence.
- **Differentiation and Responsiveness:** Many narratives highlight teachers' adjusting explanations, providing one-on-one support, and differentiating instruction based on student needs. This includes restating directions, using visuals, and adapting activities for individual learners or language needs.
- **Feedback, Engagement, and Classroom Management:** Candidates maintain engagement through positive tone, feedback, and classroom management strategies. They provide encouragement, manage transitions smoothly, and create an environment where students feel comfortable asking questions and participating.
- **Differentiation and Individualized Support:** Narratives consistently highlight the use of differentiated instruction to meet diverse student needs, including modifications for IEPs, ELLs, and varying ability levels. Teachers employ scaffolding, individualized attention, and tailored resources such as modified worksheets, sentence starters, and visual aids to ensure all students can access and succeed in the lesson.
- **Student Engagement and Motivation:** A major theme is the emphasis on engaging students through interactive activities, games, movement, and positive reinforcement. Strategies such as group discussions, hands-on tasks, choice in responses, and motivational cues (e.g., high fives, stickers, encouraging feedback) are used to maintain high levels of participation and enthusiasm.
- **Variety of Instructional Strategies:** Candidates utilize a broad range of instructional approaches, including direct instruction, modeling, questioning, collaborative group work and visual demonstrations. Lesson plans often incorporate multiple modalities (e.g., visual, auditory, kinesthetic) and resources (e.g., graphic organizers, anchor charts, manipulatives) to support learning and comprehension.
- **Integration of Technology and Resources:** Technology is frequently integrated into lessons through smart boards, document cameras, online resources, and educational software. These tools are used to enhance content delivery, facilitate student interaction, and provide alternative avenues for learning, especially for students with different learning preferences or limited access to technology.
- **Assessment and Feedback Practices.** Narratives describe ongoing assessment methods such as exit tickets, formative checks for understanding, and opportunities for students to reflect on their learning. Teachers provide immediate

feedback, use assessment data to guide instruction, and encourage self-assessment to promote mastery and address misconceptions.

1f. Select and employ current educational technology tools and systems to support learning

Undergraduate Candidates are exposed to many types of technologies throughout their academic career. In the roll-out of our new programs, Candidates are required to enroll in IDE 405 - Digital Pedagogies and Assistive Technology. This is a three-credit course that replaces three (3) former one credit courses that focus on technology. This course equips Candidates with skills for integrating digital pedagogies and assistive technologies into PreK-12 teaching. It helps Candidates build meaningful connections among content, pedagogical, and technological knowledge and develop an understanding of technology integration. This course also meets the University's shared competency of Information Literacy and Technological Agility

Graduate Candidates in the Inclusive Special Education (1-6/7-12) enroll in DPS/SPE 652 - Assistive Technologies for Integrating Students with Special Needs. This course provides Candidates with the development of integrative technologies and strategies that can be functional in both educational and work environment. The course further supports Candidates' ability to adapt instruction/pedagogy for individuals with physical, educational, and language challenges.

2e. Gather and use trustworthy evidence to support student learning and to inform their own professional practice

The Unit is in its second year of using the accreditation management system, Experiential Learning Cloud ("ELC", formerly Tevera). ELC significantly streamlines the data collection process and is easily accessed by stakeholders, including Cooperating Teachers, Field Supervisors, Candidates, Instructors, and Administrators. Reports are pulled in real-time, which steps up the data usefulness in identifying students of concern. We continue to work with the developer as we define the reports we need and refine the data we are collecting. This is a multi-year initiative, and the results to-date have been favorable.

2.f. Exhibit responsible professional conduct and engage in individual and collaborative goal-setting, learning, and professional growth

Assessment of Candidates' Dispositions. In the new programs and with the Unit's new assessment management system, Experiential Learning Cloud (formerly Tevera), disposition data is collected in at least three field experiences in each Candidates' program. Candidates are assessed in field placement and seminars (EDU 220, 320 and 420), in Field Performance Assessment by Cooperating Teachers (formerly Block III) in EED 400, and the last is during Student Teaching where Cooperating Teachers and Field Supervisors weigh in with observational data for each Candidate. The data we collected from the first to the second

placement Candidates are not only successfully demonstrating the necessary attitudes and professional dispositions but are growing in the depth of their behaviors and attitudes. Below are summaries of Candidate performance demonstrating such growth.

Placement EDU 220:

D1: Professionalism & Maturity

- Candidates consistently demonstrated professionalism in dress, punctuality, and demeanor.
- Maintained respectful interactions with students and staff, avoiding gossip and handling challenges calmly.
- Displayed emotional maturity, composure under stress, and accountability for responsibilities.

D2: Commitment to Growth & Reflection

- Routinely asked questions about routines, expectations, and instructional strategies.
- Actively sought feedback and implemented suggestions to improve teaching practices.
- Demonstrated humility and eagerness to learn, reflecting on lessons and adapting approaches.

D3: Diversity, Equity & Inclusion

- Created welcoming environments where all students felt valued and respected.
- Selected culturally responsive materials and adapted instruction for ELL and SPED students.
- Built strong relationships with students, celebrated individuality, and fostered a sense of belonging.

D4: Curriculum Knowledge & Instructional Planning

- Showed strong efforts to learn grade-level curriculum and instructional methods.
- Prepared intentional, well-structured lessons aligned with standards and student needs.
- Incorporated creative strategies (e.g., manipulatives, visuals) to make learning accessible and engaging.

D5: Ethical Conduct & Professional Integrity

- Prioritized honesty, confidentiality, and respect in all interactions.
- Demonstrated reliability, punctuality, and dedication to the teaching profession.
- Served as positive role models, fostering trust and maintaining high ethical standards.

Overall Strengths Across All Dispositions for EED 220:

- **Professionalism:** Consistent, reliable, and respectful.
- **Growth Mindset:** Eager to learn and improve through feedback and reflection.
- **Inclusivity:** Strong commitment to equity and cultural responsiveness.
- **Instructional Competence:** Well-prepared lessons and adaptability to student needs.
- **Integrity:** Ethical, trustworthy, and dedicated to the teaching profession

Placement EED 400:

D1: Professionalism & Maturity

Summary: Candidates consistently demonstrated professionalism through punctuality, appropriate attire, and respectful interactions. They maintained composure under stress, avoided gossip, and acted as positive role models.

Key Themes:

- Punctuality and preparedness
- Professional demeanor and communication
- Accountability for responsibilities
- Collaboration and relationship building
- Confidentiality and ethics

D2: Commitment to Growth & Reflection

Summary: Candidates actively sought feedback, reflected on lessons, and implemented changes to improve instruction. They demonstrated accountability and eagerness to learn.

Key Themes:

- Feedback-seeking and implementation
- Reflective practice and self-assessment
- Professional development participation
- Goal setting and adaptability

D3: Diversity, Equity & Inclusion

Summary: Candidates created inclusive environments, respected cultural differences, and adapted instruction for diverse learners (ELL, SPED). They selected culturally responsive materials and built strong relationships.

Key Themes:

- Inclusive practices for all learners

- Differentiation and scaffolding
- Cultural responsiveness in lesson design
- Building relationships and fostering belonging

D4: Curriculum Knowledge & Instructional Planning

Summary: Candidates demonstrated strong understanding of curriculum, prepared intentional lessons, and adapted instruction to meet student needs. They used creative strategies to engage learners.

Key Themes:

- Content mastery and subject knowledge
- Lesson planning and preparation
- Creativity and engagement
- Continuous learning and adaptability

D5: Ethical Conduct & Professional Integrity

Summary: Candidates upheld honesty, confidentiality, and respect. They were punctual, reliable, and committed to professional standards, serving as role models for students and peers.

Key Themes:

- Professionalism and reliability
- Ethical standards and confidentiality
- Dedication to teaching profession
- Positive role modeling

Overall Strengths Across All Domains

- **Professionalism:** Consistent, reliable, and respectful.
- **Growth Mindset:** Eager to learn and improve through feedback and reflection.
- **Inclusivity:** Strong commitment to equity and cultural responsiveness.
- **Instructional Competence:** Well-prepared lessons and adaptability to student needs.
- **Integrity:** Ethical, trustworthy, and dedicated to the teaching profession.

One area of focus is where raters are providing Candidates with scores on the high end of the rubric (4 – Highly Effective). This will be an area that we focus on in AY2026 to ensure inter-rater reliability and avoid scoring bias.

4b. Engages with local school partners to investigate and plan program improvements and innovations to ensure that

preparation matches their needs

The Center for Experiential Pedagogy and Practice (CEPP) determines both the high frequency and the less common challenges that licensed educators face in daily practice. Based upon this information, new simulations are designed each year for both pre-service and in-service educators, school leaders, and school counselors. Drawn from everyday data in school, the purpose of the simulations is to help novice education professionals navigate challenging situations.

The CEPP works each year with area school partners in the design, implementation, and study of clinical simulations for educator preparation and ongoing professional development. The Unit provided SIMs training for approximately 1,500 pre-service teachers, school leaders, school counselor, and estimates increasing these trainings to 1,700 participant trainees in 2025-26). To exemplify some of the most recent work, several new designs were implemented in 2025, including: preparing teachers to engage in challenging conversations about the history of race and racial inequities in the U.S., preparing teachers to engage in support and advocacy for multilingual learners, and preparing in-service school leaders to recognize unethical situations and make leadership decisions in-the-moment to correct these situations. Finally, the use of simulations for educator preparation continues to build out to support other parallel professions, including helping teachers and school leaders in their communications with colleagues in counseling and social work.