



AAQEP Annual Report for 2022

Provider/Program Name:	Empire State College
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	December 31, 2026

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.

SUNY Empire State College serves students who, due to work, family or other obligations, need alternatives to the fixed schedule, place, program and structure of traditional institutions. The College serves more than 16,000 students online and in blended courses at locations across New York State, offering undergraduate and graduate programs in a variety of formats, including online, hybrid, and independent study. At the college's founding in 1971, then Governor Nelson Rockefeller and Chancellor of the State University of New York (SUNY) Ernest Boyer endowed the institution with the mission to develop innovative approaches for persons who need or choose alternative educational opportunities.

Our teacher preparation programs are housed within the School for Graduate Studies' Education Division. The School for Graduate Studies consists of three academic divisions (Education; Business, Management, and Leadership; & Graduate Liberal Arts and

Sciences) and four administrative offices (Dean's Office, Graduate Outreach and Admissions, Graduate Student and Academic Services, and Teacher Education). It serves approximately 1,600 students each year in fully online and hybrid degree and certificate programs. The Education Division is comprised of nine master's level educational programs, of which four programs lead to Initial/Professional Certification in specific contents such as Math, Social Studies, English, Physics, Chemistry, Biology, Earth Science, Spanish and Students with Disabilities. In the fall of 2022, we launched an additional MAT offering in Agricultural Education. We also added an MAT in Special Education 1-6 program option that launched in the fall of 2021. In addition, the Transitional B certification option became available to current and incoming MAT Special Ed 7-12 students during the 2021-22 academic year.

The original Transitional B MAT programs were designed to meet the need for qualified teachers who have the skills, knowledge, tools, and disposition to help children in diverse, high-need urban schools to learn and achieve. By serving as certified teachers of record while completing their degree, MAT teacher candidates could have access to flexible professional education relevant to their lives and goals. In subsequent years, we have expanded the scope of our teacher preparation programs to include preparing teachers to serve the needs of diverse students in a variety of contexts (urban, rural, private, and public); added a year-long Clinically Rich Residency option, including a pathway specifically for Teacher Assistants (TAs); added a Classroom Academy two-year residency in the Capital Region; created combined BA/BS-MAT pathways; and expanded into initial and professional certification in Special Education. Our MEd in Special Education and MAT in Special Education programs were launched in the fall of 2017. The programs' philosophy, courses, and clinical experiences are based on an inclusive model that prepares teacher candidates for collaboration and co-teaching in the inclusion classroom. Since the launch of the MAT Special education program, admissions have increased from 9 to 51. Similarly, the admission in MEd in Special Education Program has increased from 5 to 11. As we continue to grow, we are ensuring quality through the continued semi-annual Teacher Education Assessment Committee data retreats and monthly meetings.

The MAT programs, as noted in the 2021 Annual Report, have implemented a change to their overall structure. The goal, as noted in our report last year, is to better align the teacher candidates with content-area faculty who are experts in their pedagogical content knowledge. All clinical courses have been restructured so that each teacher candidate enrolls in a course taught by a content-area expert. Students with the same content area, but in different courses, work together in the same Brightspace shell, bringing mutual benefits for all – first and second-year Transitional B certified teachers, and pre-service teachers in the Clinically Rich Residency and the Classroom Academy. Additionally, field supervisors with expertise in the candidate's content area, or with certification as a leader/administrator to mentor teachers of multiple content areas, conduct classroom observations. The content area clinical course faculty are building closer relationships with the programs' state-wide field supervisors to increase support within the clinical settings. This work includes required online development sessions that instructors provide for supervisors each

fall and spring term. By using GoReact, course instructors and clinical supervisors can observe the same lesson and provide feedback on the candidate’s performance. This allows candidates to have multiple perspectives while providing the opportunity for alignment between course instructors and field supervisors.

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://www.esc.edu/graduate-studies/graduate-degrees/education-programs/mat/teacher-education-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 2021-2022

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/22)	Number of Completers in most recently completed academic year (12 months ending 08/22)	
<i>Programs that lead to initial teaching credentials</i>				
Master of Arts in Teaching, Transitional B	Transitional B/Initial/Professional (Middle Childhood & Adol)	Agricultural Education	2	1
	Transitional B/Initial/Professional (Middle Childhood & Adol)	Biology	20	4
	Transitional B/Initial/Professional (Middle Childhood & Adol)	Chemistry	5	1
	Transitional B/Initial/Professional (Middle Childhood & Adol)	Earth Science	12	5
	Transitional B/Initial/Professional (Middle Childhood & Adol)	English	27	5
	Transitional B/Initial/Professional (Middle Childhood & Adol)	Mathematics	9	3
	Transitional B/Initial/Professional (Middle Childhood & Adol)	Physics	1	1

Master of Arts in Teaching, Adolescence Education (Residency)	Transitional B/Initial/Professional (Middle Childhood & Adol)	Social Studies	19	3
	Transitional B/Initial/Professional (Middle Childhood & Adol)	Spanish	11	4
	Initial/Professional (Adolescence)	Biology	1	1
	Initial/Professional (Adolescence)	Earth Science	1	1
	Initial/Professional (Adolescence)	English	5	3
	Initial/Professional (Adolescence)	Mathematics	1	1
Master of Arts in Teaching, Special Education, Transitional B	Initial/Professional (Adolescence)	Social Studies	4	4
	Transitional B/Initial/Professional (Students with Disabilities Generalist)	Special Education	30	7
Master of Arts in Teaching, Special Education (Residency)	Initial/Professional (Students with Disabilities Generalist)	Special Education	8	1
Total for programs that lead to initial credentials			156	45
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>				
Master of Education, Special Education (Additional Certification)	Initial/Professional (Students with Disabilities Generalist)	Special Education	17	2
Total for programs that lead to additional/advanced credentials			17	2
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>				
			N/A	N/A
Total for additional programs			N/A	N/A
TOTAL enrollment and productivity for all programs			173	47
Unduplicated total of all program candidates and completers			173	47

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.)

N/A

3. Program Performance Indicators

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

Table 2. Program Performance Indicators

<p>A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.</p>
<p>173</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>47</p>
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>
<p>47</p>
<p>D. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe and in 1.5 times the expected timeframe.</p>
<p>Standard completion of our programs is three years.</p> <p>MAT (Trans B and Residency):standard completion =56.8%; completion in 5 years= 65.91% (based on Fall 2017 cohort, n = 44) *Students in this program begin as one cohort, splitting into the Trans B or Residency pathway later in the program, so cohort completion is calculated for them as one group.</p> <p>MAT Sp Ed: standard completion= 77.8%; completion in 5 years n/a (program launched Fall 2017); (based on Fall 2019 cohort, n = 9)</p>

MEd Sp Ed: standard completion= 100.0%;completion in 5 years n/a (program launched Fall 2017); (based on Fall 2019 cohort, n = 4)

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%.

2021-22

MAT (Transitional B & Residency programs were combined due to low n's)

Educating All Students n=26, 100% pass rate
Biology Content Specialty Test n=5, 100% pass rate
Chemistry Content Specialty Test n=1, 100% pass rate
Earth Science Content Specialty Test n=1, 100% pass rate
English Content Specialty Test n=13, 77% pass rate
Math Content Specialty Test n=4, 75% pass rate
Social Studies Content Specialty Test n=5, 80% pass rate
Spanish Content Specialty Test n=3, 100% pass rate
MAT Overall Content Specialty Test n=32, 82% pass rate
EdTPA n=1, 100% pass rate

MAT & M.Ed in Special Education

Educating All Students n=9, 89% pass rate
Multisubject 7-12 Content Specialty Test Part One (Lit/ELA) n=10, 70% pass rate
Multisubject 7-12 Content Specialty Test Part Two (Math) n=9, 89% pass rate
Multisubject 7-12 Content Specialty Test Part Three n=11, 100% pass rate
Students with Disabilities Content Specialty Test n=6, 100% pass rate

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

MAT (Transitional B and Residency program combined due to low n's)

Among respondents, four were from the Transitional B pathway, and none were from the Clinically Rich Residency pathway.

Identified strengths from completers' responses include how the MAT program helped them to (each with 100% strongly agree or agree) do the following:

Be an effective teacher.

Be a leader in my school community.

Solve complex educational problems.

Be a reflective practitioner.

Incorporate feedback into my teaching practice

Be a life-long learner

Establish goals for professional growth

Engage in self-assessment and reflection on professional learning goals (100% strongly agree or agree)

Motivate and engage all learners

Collaborate with families

Work in a high-needs school and community

Use research-based strategies for teaching and assessing all students

Utilize culturally relevant pedagogy in my teaching

Support students' growth in international and global perspectives

Use research-based strategies for classroom management

Incorporate diverse learning styles into my lesson planning and assessments

Not a single item above received a response of disagree or strongly disagree; however, another item stated, "I would recommend the teacher education program." Two responded "disagree." Their free-response words to "Why or why not?" were as follows:

"I'm still trying to land my first teaching job since completing the program, teachers in similar programs have been offered positions with less hoops."

"The program was great, don't get me wrong, but school districts even in a time of great need, are still weary of the transitional B certification in subjects outside of Science."

Of the two with positive responses, one left the following free-response:

“I felt well prepared and the program fit well into my life.”

In the free-response section of the survey, completers noted that some of the greatest strengths of the MAT program included positive relationships and schedule flexibility. Some completers noted that the greatest need of the MAT program was career assistance.

SpEd

Two of our recent graduates (Summer 2022 graduates) responded to the survey. Both expressed agreement (strongly agree and agree) with all of the survey items regarding preparation for classroom instruction except one item regarding using technology. One completer felt that the program did not prepare well in instructional technology. This feedback will be considered when making regular curricular revisions. Another completer suggested offering a variety of webinars, and possibly organizing a specific webinar presented by recent graduates of the program. The program invites recent graduates during program orientations but will consider inviting recent graduates during regularly scheduled clinical webinars.

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

MAT (Transitional B and Residency program combined)

Twelve (up from eight last year) employers of program completers completed a survey offering their feedback on our teacher candidates' preparedness to teach, observed strengths and weaknesses, and projected needs for future teachers. Below you will find a summary of the responses:

Preparedness to teach:

Completers demonstrated high levels of preparedness to teach effectively and to adapt to the school and community.

* Strengths in planning lessons and units with formative and summative assessments, hands-on lab activities, interactive lectures, and guided notes for students. Understandings of child developmental stages, learning styles, classroom management strategies.

* Prepared to teach “with the expected coaching that a third-year teacher would need.”

* Willing to try a variety of strategies, to reflect and make adjustments. “Add on his life experience, the joy he has for the work, and his content knowledge and you have a picture of a candidate who we are grateful to add to our team.”

- * Dedicated to the profession and the students. Learning different techniques of managing a classroom.
- * Established a productive learning environment. Shows great enthusiasm for her subject. Applies strategies to help her classes achieve their objectives.
- * Has a good rapport with the students and they enjoy his classes. Plans engaging lessons that include the use of artifacts and authentic materials. Incorporates technology which also helps to engage the students. Knows the curriculum and is able to share his interest with students.
- * Candidate is very organized, knows his subject matter and NYS ELA curriculum standards, is very reflective and responsive to feedback. Has established good working relationships with colleagues. Has taken initiative with extracurricular projects. Has established strong, appropriate relationships with students and students.

Completers experienced some weaknesses and/or issues typical to many new teachers, but the positive comments outweighed concerns for nearly all.

- * Can improve management and “office vs. teacher handled incidents.”
- * Very soft-spoken and too stationary while giving lectures.
- * Very sarcastic with students. Needs different classroom management techniques.
- * “Classroom management (same as any new teacher).”
- * “Time on task could be improved.”
- * Applying Next Generation Standards, “specifically how they will be assessed by the state.”

Program priorities:

Employers shared what they believe our program should emphasize in courses or field experiences.

- * Urban schools, mental health, trauma-informed teaching, and restorative practices.
- * Methods of differentiation for all students.
- * Data integration.
- * Questioning and test correction.
- * Research-based instructional best practices that align with Danielson Rubric.
- * Teaching literacy in content areas.
- * Classroom management strategies.
- * Classroom management and methods of teaching content.
- * Next Generation Standards.
- * Planning for students with special needs, modifying and differentiating the curriculum.

- * Strategies for helping students persevere and complete more challenging tasks.
- * Strategies for maximizing student engagement.
- * Strategies for students to evaluate and utilize sources of information.
- * Self-care and resilience strategies for teachers.

SpEd

We received feedback from the employers (N=2) of special education program candidates. Both employers expressed that the candidates were well prepared to teach in the classroom. They indicated that the completers were student-centered and cared for their students. They commented about them being creative, detail oriented, and thoughtful in instructional planning. There were not any particular weaknesses noted by either of the employers. The employers highlighted SEL strategies and technology skills as necessary competencies for program graduates given the shift to K-12 students with disabilities certification in the coming years.

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.

Through the administration of multiple surveys , the Office of Teacher Education monitors the growth and performance of completers of all programs. We developed the "Teacher Education Alumni Employment Survey" to be able to collect valuable information from our alumni, including their employment status and any professional development activities that they have participated in since graduation (i.e. continuing education, additional certificates, research, etc.). Our most recent survey went out to all 2022 and prior program completers. Below is a breakdown of our findings from the survey of 2022 completers:

MAT:

150 responses. In random sample of 10:

9 are currently teaching (90% of the sample)

Two in the sample have taken leadership roles at their schools. One has served as grade team leader, director of Special Education, middle school director, and assistant principal. The other has served as chapter leader of the teachers' union, United Federation of Teachers.

Special Education:

6 responses – 6 are currently teaching (100% of the respondents)

Two completers indicated taking on a leadership role at their school. One is serving as an advisor for 7th grade and student council while the other is the leader of a Book Club for 7th and 8th grade students. This completer is also a member on an advisory committee for finding a new ELA curriculum for the district.

Based on the results of this alumni survey for the MAT and SPED programs, we have found that some alums are seeking leadership roles within their schools post-graduation. In addition, nearly all alumni surveyed are currently employed as teachers.

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
SpEd SpEd Content Specialty Test (CST) – Students with Disabilities	Passing score of 520 or higher	Expectations met N=6 Pass rate 100%
SPED 6060 (Spring 2022)	A score of 90% or higher on selected assignment rubric	Expectations met N=20

<p>SPED 6025 (Spring 2022)</p>	<p>A score of 90% or higher on selected assignment rubric</p>	<p>Mean = 97.11 The assignment involves completing an IEP based on the case study provided.</p> <p>Expectations did not meet N=25 Mean=86.71% The assignment involves completing a classroom management plan.</p>
<p>MAT COR Spring 2022 Items 1a, 2c, 3a, 4b</p> <p>Capstone Rubric Spring 2022 and Summer 2022 Items 2,4,5</p>	<p>A score of 3 or higher on a 4-point scale where 1 = ineffective and 4 = highly effective.</p> <p>score of 7 or higher where 1-6 = Does not meet; 7-8 = Meets; 9-10 = Exceeds</p>	<p>MAT - expectations met 85 observations of 26 students in their last, or second to last, clinical term Means: 1a (3.68) - Respect and Rapport 2c (3.45) - Instructional Delivery 3a (3.47) - Assessment Design and Alignment 4b (3.55) - Content Related Pedagogy</p> <p>N=26 Means: 2 (9.62) - Demonstrates advanced level learning in the content area 4 (9.42) - Demonstrates the ability to use a variety of appropriate assessment to inform practice 5 (9.04) - Demonstrates appropriate uses of technologies for teaching and learning</p>

Content Specialty Test	Passing score (520/ 220) rate of 80% or higher	In 2021-22 the pass rate across the MAT-specific content specialty tests was 82%

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
SpEd		
SPED 7035 - Capstone course assignment (Summer 2022)	A score of 90% or higher on the assignment rubric	Expectations met N=8 Mean score = 95.37% The assignment involves completing an action research project.
Completer Survey Summer 2022 and Fall 2022	A score of 3 or higher on a 4-point scale where 1 = strongly disagree; 4 = strongly agree.	Expectations met N = 2 SUNY Empire special education program prepared students to ... Be an effective special education teacher (3.5) Motivate and engage learners (3.5) Be a reflective practitioner (3.5) Be a collaborative professional to implement co-teaching, working with

		<p>paraprofessionals, and working with parents of students with disabilities (3.5)</p> <p>Use evidence-based instructional strategies for individual student learning and behavioral needs (3.5)</p> <p>Be able to develop and implement IEPs collaboratively (3.5)</p> <p>Use strategies for teaching and assessing all students (3.5)</p> <p>Use research-based strategies for classroom management involving students with disabilities (3.5)</p> <p>Utilize technology as a teaching and assessment tool (3.0)</p>
<p>MAT</p> <p>COR Spring 2022 Items 1b, 1d, 2d</p> <p>Capstone rubric Spring 2022 and Summer 2022 Items 1 and 3</p>	<p>A score of 3 or higher on a 4-point scale where 1 = ineffective and 4 = highly effective.</p> <p>A score of 7 or higher where 1-6 = Does not meet; 7-8 = Meets; 9-10 = Exceeds.</p>	<p>85 observations of 26 students in their last, or second to last, clinical term</p> <p>Means:</p> <p>1b (3.46) - Culture for Learning</p> <p>1d (3.61) - Managing Student Behavior</p> <p>2d (3.49) - Meeting Individual Student Needs</p> <p>N=26</p> <p>Means:</p>

<p>Completer Survey Spring 2022 and Summer 2022 Items 15.8, 15.16, 15.17, 15.18</p>	<p>A score of 3 or higher on a 4-point scale where 1 = strongly disagree; 4 = strongly agree.</p>	<p>1 (9.69) - Articulates an understanding of her/his professional identity as a teacher 3 (9.46) - Demonstrates an understanding of praxis as the integration of educational theory and teaching in the content areas</p> <p>N=4 SUNY Empire MAT program prepared students to ... Means: 15.8 (3.75) - Engage in self-assessment and reflection on professional learning goals 15.16 (3.75) - Use research-based strategies for teaching and assessing all students (e.g., students with disabilities, ELL, economically disadvantaged) 15.17 (3.50) - Utilize culturally relevant pedagogy in my teaching 15.18 (3.75) - Support students' growth in international and global perspectives</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.

As an institution that operates throughout New York State, the teacher education programs made the decision to move to fully remote observations. In the fall of 2022, the teacher education programs implemented the use of solely recorded video observations in clinical courses. By making this strategic switch, we will provide each clinical student with a certified field supervisor in their respective content area or a field supervisor that holds administrative certification. This allows us to meet the needs of our clinical students by providing them specific and targeted feedback in their content area. This intersects with our hiring of full-time faculty in the content areas.

We have continued our work to increase enrollment of culturally and racially diverse candidates. We have completed work on a video for the NYSUT Great Public Schools grant. This recording of interviews of alumni and faculty will allow us to market our programs to teaching assistants across the state who might be considering a move into teaching. The goal of this “grow your own” effort is to reach diverse candidates who can bring their own classroom experience into the teaching profession. Also, we have begun discussing the importance of reaching out to undergraduate IHEs across the state that are designated as Historically Black Colleges and Universities (HBCUs) or Hispanic Serving Institutions (HSIs). We hope to recruit teacher candidates from these institutions who might be drawn to our Transitional B and Residency pathways.

Our teacher education program hired three full-time faculty members (Dr. Blair Izard, Dr. Karis Jones and Dr. Joanne Kramer) during the summer of 2022. These new faculty members have expertise in Math, English Language Arts and Teaching English to Speakers of Other Languages (TESOL) respectively. They will strengthen our teacher education program by providing clinical supervision, support and advisement, and providing content specific and pedagogical expertise. Dr. Kramer is currently involved in the development of the TESOL program which is expected to be launched in Fall 2023. This program will lead to TESOL certification, which will allow students in both our MAT and SPED programs to pursue TESOL certification after completing their degree.

We are in the process of obtaining access to a higher education assessment and accreditation software. This will allow us to store program assessment data. The software will also have the potential to assist with the collection and documentation of field experience hours from our candidates. If obtained, the software will allow the Office of Teacher Education to handle the increasing program enrollment more efficiently. Currently, data is collected via Microsoft Excel and calculated manually. Our goal is to automate some of the reporting requirements to enable increased access to course and completion data for faculty and staff.

During Spring 2023, New York State Education Department (NYSED) eliminated the edTPA as a requirement for teacher certification. EPPs (Education Program Providers) have been working towards the development of their own teacher performance

assessment (TPA). Our teacher education program is currently in the process of developing a teacher performance assessment (TPA). The TPA that we will develop will be piloted during the Spring 2023 semester.